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ABSTRACT

Because of the effects of the various factors which influence pupil growth and development, and because of the innumerable input measures of a program (measures such as people, places, things, and strategies), the need exists to formulate a model for determining effectiveness and acceptability of a program, and, at the same time, to take into consideration the relative extent to which the factors and measures influence pupil growth and development. This report of pupil performance during the 1971-72 school year represents an application, for the second year, of a model designed to meet this need. The model can be used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Effectiveness is defined as the degree that a program accomplishes its objectives or its predictions. Acceptability is defined as the level of performance obtained by the pupils in terms of norms or standards. Reading and arithmetic are the two programs incorporated in the profiles. This analysis of achievement in reading comprehension and in arithmetic computation, as measured by the Metropolitan Achievement Tests, focuses attention on pupil accountability, rather than on teacher accountability. (Author/JM)

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R E S E A R C H A N D D E V E L O P M E N T R E P O R T

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**PROFILES OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS**

1971-72

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P R E F A C E

POSSIBLE VALUES TO BE DERIVED FROM READING THIS REPORT

Hopefully, the reader will find this report to be valuable in gaining information about the effectiveness and acceptability of the reading and arithmetic programs and about the use of funds in the Atlanta Public Schools as follows:

1. It will focus the spotlight on individual grades (two through seven) and on individual schools (elementary) that have been unusually successful or unusually unsuccessful in the areas of reading and arithmetic, so that the failures may be studied and avoided, while the successes may be replicated, in the future.
2. It will provide information which will enable principals and teachers to conduct self-studies aimed at spreading successes and/or at remediating deficiencies in certain grades and schools whose programs are exceptional.
3. It will inform everyone of the status of the Atlanta elementary schools in two important areas, reading and arithmetic.
4. It will make available a means for sharing and exchanging -- with other schools, teachers, and administrators -- ideas and suggestions for remediating deficiencies and for replicating successes.
5. It will report cost-effectiveness information, indicating separate local-fund and supplementary-fund costs for each unit of effectiveness in each school.
6. It will supply needed information for school administrators and policy makers to use in making decisions.
7. It will provide interesting and useful research findings for other researchers who are seeking answers to similar research questions.

Accordingly, perhaps it might be helpful if one would keep these potential values in mind while reading this report.

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PROFILES OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS

1971-72

I. INTRODUCTION

During the last several years American education has received an increasing amount of attention. The focus of the earlier efforts was mainly on improving the instructional opportunities of the pupils. Gradually, other dimensions of education came into the arena of public concern. Among some of the more recent issues is that of accountability -- in other words, exactly what has been the effects of the innovations and new instructional strategies on pupil growth and development, or what benefits have been derived from spending additional funds and from using additional manpower and improved methods? The process of determining the effects of programs on pupil progress has taken many forms in the pursuit of accountability. Educational leaders, along with certain elements from business, are coping with accountability (1) by trying to predetermine and express the objectives of a program in terms of measurable or observable changes to be exhibited by pupils or by the participants of the program, (2) by enunciating the extent of anticipated changes, and (3) by gathering data to determine whether or not the objectives have been accomplished. The activities of accountability are a part of the educational system's answer to the public's demands for visibility and justification of the production obtained by the use of increased resources. Hence, product, as well as process, is clearly recognized as a vital concern in improving the educational opportunities for the youth of a community.

While exploring new approaches to prevent educational deprivation or to remediate manifested deficiencies in performance, recognition is imperative that all learners are not alike -- in rate of learning, in desire to learn, or in readiness brought to the learning process. Hence, emphasis is given to two dimensions of the educational program: its effectiveness and its acceptability. This is to say that these two dimensions can be used to describe a program in four ways:

1. A program can be both effective and acceptable.
2. A program can be effective but not acceptable.

3. A program can be not effective but acceptable.
4. A program can be neither effective nor acceptable.

In other words, a program can be described in terms of (1) the degree that it accomplishes its objectives or its predictions and (2) the level of performance obtained by the pupils in terms of norms or standards. For this report and analysis, the first descriptor is defined as effectiveness, and the second one, as acceptability. These two descriptors give recognition that many programs can be very effective; but, because of many adverse factors the participants still may not perform at the level, or norm, established for them to reach.

II. MODEL OF EFFECTIVENESS AND ACCEPTABILITY

Because of the effects of the various factors which influence pupil growth and development, and because of the innumerable input measures of a program (measures such as people, places, things, and strategies), the need exists to formulate a model for determining effectiveness and acceptability of a program and, at the same time, to take into consideration the relative extent to which the factors and measures influence pupil growth and development. This report of pupil performance during the 1971-72 school year represents an application, for the second year, of a model designed to meet this need. The model can be used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Reading and arithmetic are the two programs incorporated in the profiles.

This analysis of achievement in reading comprehension and in arithmetic computation, as measured by the Metropolitan Achievement Tests (MAT), focuses attention on pupil accountability, rather than on teacher accountability. The emphasis on pupil accountability is a realistic approach in that learning and teaching are two distinct processes. Definitely, they are related, but not in a one-to-one manner. Teaching is one of the inputs to learning. Learning, or achievement in this case, is a manifestation of what the pupil has done on one type of act or performance which is symbolic of what he knows at one specific time and during certain prescribed minutes -- regardless of how

he acquired the information. He might have acquired the knowledge and skills through self study, through home teaching and environmental circumstances, in the classroom, from his peers while exploring leisure activities, or from a thousand and one other sources. The home and community experiences are tremendous reinforcers in learning. According to increasing evidence, the home is a greater reinforcer in pupil performance than the school. Nevertheless, it is the pupil's score which is made during school hours on an educationally developed testing instrument which is used to indicate the level of performance or achievement in a particular subject.

In order to develop a comparable index of performance with that displayed by the scores of a standardized test, the model of effectiveness and acceptability, which is used in this report, takes into consideration certain factors which have been identified by administrators, by teachers, and by a review of the related literature as being factors which significantly influence pupil performance. The factors used in this model should not be thought of as being all inclusive or as being the best mix of factors which should result from analysis of achievement data over a period of years. Refinement of the model is desirable and developmental. But for the second year, its use has been consistent in order to observe further the results of its application and to have an opportunity to analyze opinions of the local school staffs.

Factors

Six factors are used in the model to predict pupil performance. The weights of these factors are statistically determined by the linear multiple step-wise regression technique. The equation resulting from this technique is applied to each school and each grade in order to determine the predicted performance level of that particular grade and particular school.

1. Information gained prior to the pupil's coming to a selected learning situation is represented by the pretest score taken approximately six months before the predicted performance score (the posttest score in April). An exception to this is that the pretest score used in the fourth grade is the posttest score made in April (or in the spring) of the third grade. The fourth grade pupils did not have a pretest score during the fall of their fourth grade. Instead, they participated in the State-Wide Testing Program which uses tests other than the Metropolitan Achievement Tests.

2. The economic environment from which the pupil comes is represented by the per cent of paid lunches. This index has been found to correlate highly with other economic data such as consumer-buying power. The use of this index accommodates recency of data, community changes, and pupil transfers - advantages which census data cannot provide.
3. Stability of the community is expressed in terms of the extent that pupils remain enrolled in a particular school and do not move in and out.
4. Regularity in attendance is represented by the per cent of attendance.
5. The number of teachers employed to work with the pupils of the particular school is represented by the pupil-teacher ratio.
6. The philosophy of the local school concerning guidelines for passing or failing pupils is represented by the per cent of pupils passing. In a manner, this index might be thought of as representing whether a faculty is pupil centered or subject centered: a high percentage of passing, representing a pupil-centered approach to instruction; and a high per cent of failures, representing a subject-centered approach. This dichotomy needs further study in order to determine its validity, even though it is interesting on the surface.

In general, the use of these six factors in predicting posttest performance eliminates these factors as causes for significant deviations of actual scores from predicted scores, unless there is a most unusual situation. Thus, in determining significant deviations, local school personnel should examine other influences on achievement.

Effectiveness and Acceptability

The indices of effectiveness and acceptability as defined in this model represent, respectively, the relationship of posttest scores of a grade to the predicted scores and the relationship of the posttest scores of a grade to the national norm. For example, an index of effectiveness of 100 means that the actual gain during the six months between the pretest and posttest scores was the same as the predicted gain. An index of 150 means that the actual gain was 1.5 times the predicted gain; whereas, an effectiveness index of 50 represents a gain of only one-half of the predicted gain.

The index of acceptability is similarly represented. Accordingly, an index of 100 means that the actual posttest score was the same as the national norm for that grade. An index of 150 means that the actual posttest score was 1.5-the national norm, and 50 means that the actual posttest score was only one-half of the national norm.

Thus, it can be seen that the indices of effectiveness and acceptability more or less equate the influences on achievement of the six factors included in the model. A school which has factors that are relatively favorable would be predicted to perform higher than a school which has factors that are relatively unfavorable. It might be said, therefore, that the index of effectiveness can be used to compare relative performance of two schools. Further, the index can be used to compare performance among grades within the same school. On the other hand, the index of acceptability can be used to compare the level of performance with the national norm, but not with the performance of another school. Thus, pupil performance can be viewed from two dimensions: relative standing among Atlanta schools and relative standing in relationship to the national norm.

Cost Effectiveness

A third index has been incorporated in this study because of the comparability of the data. This index focuses on cost effectiveness. For years, educational business administrators have been rather skilled in financial accounting. At the same time, instructional personnel have been rather skilled in measuring pupil progress. Only within recent years, however, have there been steps taken to relate these two efforts. Cost effectiveness is defined in terms of the relationship between the expenditures (or cost) of an instructional program and pupil progress. In other words, is there a unit of pupil progress for a unit of financial outlay?

The analysis of cost effectiveness in this report is concerned with two types of financial outlays: expenditure of funds derived from revenue sources which make up the general operating budget and expenditures of funds derived from supplementary sources, such as from the federal and state governments or from private foundations. The programs financed by the use of supplementary funds are referred to as compensatory programs, and they are in addition to the programs provided from the general budget. The indices of cost effectiveness are, therefore, the amount of funds used to gain one unit of effectiveness (as previously defined) for each pupil in average daily attendance (ADA).

Expenditures included in this analysis are those which are charged directly to the local schools. Thus, expenditures which are system- or area-wide are excluded. Further, general fund expenditures are non-salary instructional costs such as cost of textbooks, supplies, materials, and library supplies. Compensatory fund expenditures are both salary and non-salary costs charged directly to the local school.

The use of cost effectiveness as a signal to study decision making and what is happening in a school can be illustrated by the data of School A and School B. For example, suppose School A spent \$10.39 per ADA from the general budget and that its index of effectiveness was 123. Its cost of effectiveness of general funds would be the ratio of these two figures or \$0.08. Suppose School B spent \$27.65 per ADA from the general budget and that its index of effectiveness was 81. Its cost of effectiveness of general funds would be the ratio of \$27.65 to 81 or \$0.34. Hence, School B spent more than four times as much general funds as School A spent in order to obtain one degree of effectiveness.

Cost effectiveness of compensatory programs is similarly defined: the ratio of supplementary funds (compensatory funds) to the index of effectiveness. An examination of compensatory expenditures of the same two schools will illustrate the point in question. Suppose School A spent \$16.07 per ADA from supplementary sources. With an index of effectiveness of 123, School A spent \$0.13 for one unit gain of effectiveness. Suppose School B spent \$657.75 per ADA from compensatory sources. With an index of effectiveness of 81, it spent \$8.12 for a unit gain of effectiveness -- or approximately more than 60 times as much supplementary funds as School A spent in order to obtain the same degree of effectiveness.

In terms of total cost of effectiveness of these two schools, School A spent a total of \$0.21 for a unit of effectiveness; whereas, School B spent a total of \$8.46 or approximately 40 times as much as School A spent.

<u>School</u>	<u>Index of Effectiveness</u>	<u>Expenditures Per Unit of Effectiveness</u>		
		<u>General Funds Per ADA</u>	<u>Compensatory Funds Per ADA</u>	<u>Total Per ADA</u>
A	123	\$0.08	\$0.13	\$0.21
B	81	\$0.34	\$8.12	\$8.46

Differences in cost effectiveness such as those which exist between Schools A and B are signals for administrators, instructional personnel, and local staff members to study the local situation in order to determine the reasons for the differences. The index of effectiveness equates or adjusts for differences in levels of performance, mobility, attendance, economic environment, pupil-teacher ratio, and philosophy for pupil failures. In other words, the causes for the differences exist outside or beyond these six factors unless the local situation is most unusual.

Self-Evaluation by Local Staffs

Opinions of local school staffs were sought concerning differences between pupil performance during 1970-71 (FY 71) and during 1971-72 (FY 72). Their attention was directed to the three dimensions of the model which are being developed in this analysis: namely, index of effectiveness, index of acceptability, and cost effectiveness. The local staffs were requested to analyze their respective school data according to: differences between years for each grade, differences among grades for FY 72, and changes in overall effectiveness and acceptability. They also were requested to make suggestions of how to obtain more direct influences of expenditures on pupil progress. This self evaluation, along with assistance from area and central office personnel, resulted in local schools' developing and implementing plans during FY 73 to overcome significant differences. The approach was positive, and the opinions of how to overcome the difference have been summarized in a later section of this report.

The FY 72 data which are analyzed in this report differ in several respects from the FY 71 data which were analyzed a year ago. This current report includes pupil performance as represented by median scores in reading comprehension and in arithmetic computation. The achievement in arithmetic was not a part of the FY 71 analysis. In addition to analyzing the achievement of reading and arithmetic separately, a composite index was obtained to represent the total performance in reading and arithmetic. Hence, the index of effectiveness used in this report, unless otherwise stated, represents the composite degree to which the pupils performed in both reading and in arithmetic. This index is denoted by the symbol ERA. The level or acceptability of the composite performance in reading and arithmetic is denoted by ARA. Further, the cost effectiveness

data of general funds and of compensatory funds are also based on the composite performance in reading and in arithmetic or, in other words, the cost of these programs per ERA. It also should be noted that the effectiveness and acceptability data of the reading and arithmetic programs, when viewed separately, already have been made available to instructional, administrative, and local personnel.

III. FINDINGS

An examination of the intercorrelations of the six factors included in the model revealed several noteworthy relationships which were rather consistent in that they were present in each of the grades from two through seven. Further, the pattern found for predicting reading scores was similar to the one found for predicting arithmetic scores.

The patterns of the intercorrelations of the factors are displayed on the next page in Table I. The rows and columns of this table represent the factors: attendance, stability, paid lunches, pupil-teacher ratio, percent passing, and pretest score. The data recorded in each cell of the table are the grade levels in which the relationships of the particular pair of factors were found to be correlated significantly at least at the .05 level of significance. Each number in a cell represents the grade level at which the significant correlation occurred. The negative numbers mean that the relationship for that particular grade was not positive, but negative. In other words, as the value of one factor increased, the value of the other factor tended to decrease. Attention is called to the fact that there are seven cells (two in the reading matrix and five in the arithmetic matrix) in which the correlation was significant only at a single grade level. Four of these exceptions occurred at the third grade level, two at the seventh grade level, and one at the fourth grade level. A further deviation from the general pattern existed between attendance of pupils and pretest scores. Positive relationships existed between these two factors in all of the grades from two through seven with the exception of fifth grade arithmetic. The relationship at the fifth grade level was not significant.

TABLE I

SIGNIFICANT INTERCORRELATIONAL RELATIONSHIPS AMONG THE SIX FACTORS
 USED IN THE EFFECTIVE-ACCEPTABLE MODEL, BY GRADE LEVELS
 1971-72

	<u>Attendance</u>	<u>Stability</u>	<u>Paid Lunches</u>	<u>Pupil-Teacher Ratio</u>	<u>Per Cent Passing</u>	<u>Pretest</u>
<u>READING</u>						
Stability	2 3 4 5 6 7					
Paid Lunches	2 3 4 5 6 7					
Pupil-Teacher Ratio	-3			-7		
Per Cent Passing						
Pretest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7		
Posttest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7	2 3 4 5 6 7	
<u>ARITHMETIC</u>						
Stability	2 3 4 5 6 7					
Paid Lunches	2 3 4 5 6 7					
Pupil-Teacher Ratio	-3			-7		
Per Cent Passing		4				
Pretest	2 3 4 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7	-3	
Posttest	2 3 4 5 6 7		2 3 4 5 6 7	-2 -3 -4 -5 -6 -7	-3	2 3 4 5 6 7

Because of the consistency of the intercorrelations among the factors, the following generalizations can be made:

1. There was a positive and significant correlation in grade two through seven between:
 - a. Attendance of pupils and stability of pupils.
 - b. Attendance of pupils and paid lunches.
 - c. Attendance of pupils and pretest scores.
 - d. Attendance of pupils and posttest scores.
 - e. Paid lunches and pretest scores.
 - f. Paid lunches and posttest scores.
 - g. Pretest and posttest scores.
2. There was a negative and significant correlation in grades two through seven between:
 - a. Pupil-teacher ratios and pretest scores.
 - b. Pupil-teacher ratios and posttest scores.
3. There was a negative and significant correlation in the third grade between attendance of pupils and pupil-teacher ratios.
4. There was a positive and significant correlation in fourth grade arithmetic between stability of pupils and per cent of pupils passing.
5. There was a negative and significant correlation in the seventh grade between paid lunches and pupil-teacher ratios.
6. There was a negative and significant correlation in the third grade between:
 - a. Per cent passing and pretest arithmetic scores.
 - b. Per cent passing and posttest arithmetic scores.

From these relationships it can be said that four factors were definitely related: attendance, paid lunches, pretest scores, and posttest scores. A fifth factor, stability, was related significantly to (and only to) attendance, which, in turn, was related to the other factors. Further, a sixth factor was related significantly only to the pretest and posttest scores. This factor was pupil-teacher ratio, and it had a negative relationship. Per cent of pupils

passing was, therefore, the only factor which existed more or less in isolation.

At this point, attention should be called to research findings of other studies conducted by the Division of Research and Development which have related to the correlation between pupil attendance and pupil achievement. These studies have rather consistently revealed that there has not been a significant correlation between attendance and achievement of pupils who have been enrolled continuously in the same school throughout the school year. Accordingly, it seems that attendance becomes a significant factor only in the case of those individuals who are mobile. However, another possibility for attendance to be significantly related to pupils who move in and out might be an artifact of the mechanics of attendance counting, that is, the extent there is delay in getting pupils removed from the rolls when they withdraw from the schools. Another possibility is that poor attendance might be a characteristic of the highly mobile pupils. In any instance, it does not seem that stability can be used to predict pupil performance, while it can be used to predict pupil attendance. Neither can attendance be used to predict achievement of those pupils who are not mobile.

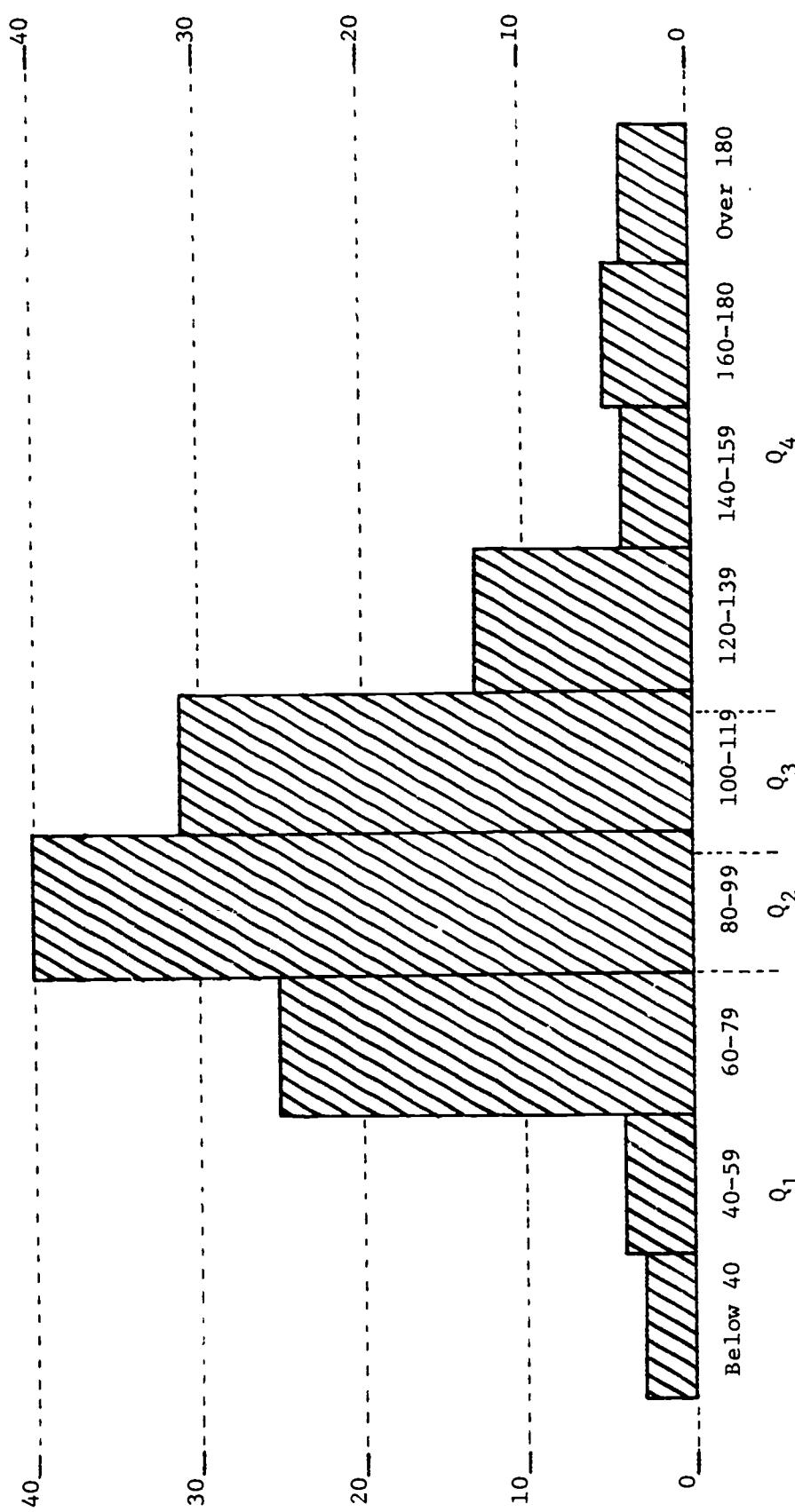
Another unusual and positive relationship is revealed among the inter-correlations of the factors used in the effective-acceptable model. This relationship is between the pupil-teacher ratio and the pretest and posttest scores. In this study, the relationship is significant and negative; whereas, in many other situations there has not been a significant relationship. In other words, based on the data in the elementary schools in grades two through seven in FY 72, the pupil-teacher ratio can be used to predict the pretest and posttest scores for both reading and arithmetic. In this case, as the pupil-teacher ratio goes up, the scores go down and vice versa.

Profiles of the Indices of Effectiveness and Acceptability

The profiles of the effectiveness and acceptability of the 129 elementary schools in the composite of reading and arithmetic are different. The profile (see Chart 1) of effectiveness (ERA) is rather symmetrical and normal with a mean of 100 and a median of 97. This means that for the 129 elementary schools in the city the predicted was the average index and that one-half of the schools made more than 100 while the other one-half made less than 100. In fact, the range of the effectiveness index was from a low of 33

CHART I

EFFECTIVENESS OF READING AND ARITHMETIC PROGRAMS,
BY SCHOOLS, FY 72



Q: Quartile.

Index of Effectiveness

to a high of 245. Beginning at the bottom, the lowest one-fourth of the schools fell within the range of 33 to 79, whereas, the second lowest fourth was within 20 points of the average score, with a range of 80 to 96. This second group of schools was either effective or on the border line of effectiveness. The third fourth of schools fell within the range of 97 through 116 and the top fourth of the schools ranged from 117 through 245. The last two groups of schools were effective. In general, the variance among the 129 schools was rather large. The standard deviation was 35. In other words, approximately two-thirds of the schools were expected to fall within the range of 100 plus or minus 35, or from 65 through 135. Actually 78 per cent (101 schools) came within this range.

The profile (see Chart 2) of the index of acceptability (ARA) differed rather sharply from that of effectiveness (ERA). The mean or average index was 79. In other words, the average school performed at 79 per cent of the national norm. The median was approximately the same (74): one-half of the schools had an index of effectiveness of 74 or below; and one-half, above. The 129 elementary schools ranged from 62 to 123 in acceptability. The lowest fourth ranged from 62 to 69, the highest fourth from 86 to 123, and the middle half of the schools ranged from 70 to 85 -- being divided into two groups, from 70 to 74 and from 75 to 85. The distribution of the indices of acceptability was not normal. There was a tendency toward the lower scores. The variance among the acceptable indices was not as great as that among the effectiveness indices. The standard deviation of acceptability was 15, almost one-half of the standard deviation for effectiveness (35). Approximately 81 per cent (104 schools) came within the range of the mean plus and minus one standard deviation (64 to 94).

Performance by Classification of Effectiveness and Acceptability

The two dimensions of pupil performance, effectiveness and acceptability, permit dividing the schools into four groups as previously defined.

CHART II

ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS,
BY SCHOOLS, FY 72



Q: Quartile.

Index of Acceptability

TABLE II A
PERFORMANCE OF SCHOOLS BY CLASSIFICATION
OF EFFECTIVENESS AND ACCEPTABILITY

<u>Group</u>	<u>Classification</u>	<u>Number</u>	<u>Per Cent</u>
I	Effective and Acceptable	18	14
II	Effective but not Acceptable	56	43
III	Neither Effective nor Acceptable	47	37
IV	Acceptable but not Effective	8	2
	Total	129	100

From Tables IIA and IIB, it can be seen that approximately one-seventh of the schools were both effective and acceptable. Their pupil performance was above 90 in terms of the index of effectiveness and their level of performance was above 90 per cent of the national norm. The second group included approximately one-half of the schools; these schools were effective but not acceptable. In other words, they performed as predicted or better than predicted, but the performance was not up to the national norm. The third group included about one-third of the schools, and these schools were neither effective nor acceptable. The pupils did not perform as predicted, and neither were they up to the national norm. The last and fourth group was not effective but acceptable. For some reason, they did not perform as predicted, but their level of performance did equal or exceed the national norm. It might be said that the schools in Group I performed quite well. Those in Group II were on the move upward, and if they continue this pattern of performance, their level of performance should reach that of the national norm. For some reason, the schools in Group IV did not perform as predicted. They are expected to change this pattern. Most probably, this performance is only temporary and is not an enduring situation. Schools for which there should be concern are those in Group III. These are the schools which were neither effective nor acceptable. Careful attention should be given to these schools in order to determine what can be done to improve their level of performance. Chart 3 depicts the four classifications by the respective quadrants formed by the vertical (effectiveness) and horizontal axes (acceptability).

TABLE II B

*CLASSIFICATION OF SCHOOLS BY EFFECTIVENESS/ACCEPTABILITY GROUPS,
READING AND ARITHMETIC, FY 72*

EFFECTIVE AND ACCEPTABLE (GROUP I)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
<i>INMAN</i>	72	174	104	0.08	0.09
<i>MORNINGSIDE</i>	89	170	123	0.01	0.11
<i>BRANDON</i>	13	160	110	0.24	0.08
<i>GARDEN HILLS</i>	47	155	111	0.19	0.07
<i>MITCHELL</i>	87	138	116	0.03	0.09
<i>ROCK SPRINGS</i>	103	123	107	0.13	0.08
<i>HOME PARK</i>	64	121	99	0.02	0.17
<i>HOWELL, MINNIE</i>	68	120	96	0.12	0.14
<i>TUXEDO</i>	116	119	118	0.05	0.13
<i>JACKSON</i>	73	118	122	0.41	0.21
<i>RIVERS</i>	101	118	102	0.01	0.15
<i>SMITH, S. R.</i>	108	115	119	0.00	0.12
<i>MCCLATCHY</i>	85	115	118	0.00	0.11
<i>SYLVAN HILLS</i>	112	109	97	0.21	0.16
<i>BOLTON</i>	12	105	101	0.01	0.25
<i>CLEVELAND</i>	27	105	95	0.01	0.18
<i>SPRING</i>	109	100	108	0.02	0.18
<i>MOUNT VERNON</i>	90	91	90	0.13	0.16
<i>AVERAGE</i>		125	107	0.09	0.13

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
<i>PITTS</i>	97	245	71	0.44	0.08
<i>STANTON, DANIEL</i>	110	225	82	1.47	0.07
<i>JOHNSON</i>	74	201	75	2.61	0.13
<i>OGLETHORPE</i>	91	197	89	0.04	0.06
<i>COOPER</i>	33	163	67	2.33	0.10
<i>WESLEY</i>	122	161	74	1.60	0.09
<i>BLAIR VILLAGE</i>	10	157	69	0.02	0.12
<i>GILBERT</i>	49	153	71	0.61	0.11
<i>GRANT PARK</i>	52	140	79	1.38	0.16
<i>MORELAND</i>	88	137	71	0.36	0.11

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
ADAIR	1	128	76	0.08	0.11
FORREST	44	127	80	0.25	0.11
BLALOCK	11	124	66	1.02	0.21
ROBINSON	102	124	66	1.06	0.13
JONES, JESSIE	76	123	71	1.36	0.16
GOLDSMITH	50	122	78	1.19	0.13
DREW	37	122	64	0.39	0.18
WILLIAMS	128	120	67	0.50	0.16
WARE	120	119	80	4.99	0.20
CAREY	21	118	74	0.45	0.16
JONES, JEROME	75	118	73	0.88	0.10
BURGESS	16	116	74	0.06	0.12
HOPE, JOHN	65	116	68	2.62	0.13
PEEPLES	93	116	74	0.40	0.13
RUSK	104	116	72	2.15	0.13
GRANT PARK PRIMARY	53	115	74	6.06	0.39
JONES, M. AGNES	77	114	74	0.44	0.12
LIN	82	113	79	0.09	0.14
CAPITOL AVE.	19	111	68	1.78	0.14
CAMPBELL	18	110	67	0.47	0.16
HOWELL, E. P.	67	109	83	0.00	0.13
COOK	32	108	69	2.68	0.15
GUICE	55	107	85	0.42	0.28
CARTER	22	106	75	3.68	0.20
DOBBS	36	106	72	0.20	0.23
HIGHLAND	62	105	87	0.03	0.17
CLEMENT	26	103	75	0.00	0.16
REYNOLDS	100	102	70	0.69	0.32
WHITE	126	102	74	0.06	0.16
LUCKIE	83	100	75	2.80	0.16
CONNALLY	30	99	72	0.15	0.25
WHITEFOORD	127	99	73	0.38	0.18
HARPER	57	98	70	0.30	0.19
WATERS	121	98	77	0.00	0.12
BETHUNE	8	97	68	7.88	0.26
CAPITOL VIEW	20	97	88	0.03	0.23
COLLIER HEIGHTS	29	97	86	0.00	0.14
PETERSON	95	97	81	0.18	0.13
CRADDOCK	34	96	66	4.83	0.27
ADAMSVILLE	2	94	77	0.05	0.46

EFFECTIVE BUT NOT ACCEPTABLE (GROUP II CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
RAGSDALE	99	93	76	2.34	0.20
HUMPHRIES	70	93	89	0.02	0.17
KIRKWOOD	80	92	71	0.07	0.16
TOOMER	114	92	67	0.86	0.17
FAIN	42	90	78	0.01	0.27
WEST HAVEN	124	90	81	0.23	0.23
AVERAGE		120	74	0.99	0.16

NEITHER EFFECTIVE NOR ACCEPTABLE (GROUP III)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
ANDERSON	3	89	75	0.05	0.16
CENTER HILL	24	89	73	0.49	0.20
FINCH	43	89	75	0.14	0.14
SLATER	106	88	71	0.19	0.23
BREWER	14	87	82	0.03	0.20
ENGLISH PRIMARY	41	86	67	6.22	0.17
GROVE PARK	54	85	72	0.01	0.18
MILES	86	84	82	0.20	0.26
PEYTON FOREST	96	84	87	0.08	0.15
PARKS ELEM.	92	84	62	4.52	0.84
THOMASVILLE	113	83	67	0.91	0.38
CHATTahooCHEE	25	82	72	0.19	0.17
GORDON	51	82	73	0.12	0.13
BRYANT	15	82	67	2.53	0.35
ENGLISH	40	81	68	4.79	0.23
HARWELL	59	81	75	0.08	0.17
PRYOR	98	81	66	8.17	0.34
HARDNETT	56	80	72	1.07	0.25
STANTON, FRANK L.	111	80	80	0.20	0.21
FOUNTAIN	45	80	69	0.16	0.22
BEECHER HILLS	5	79	79	0.23	0.16
WRIGHT	129	76	79	0.00	0.23
LAKWOOD	81	75	82	0.01	0.19
HILL	63	74	64	2.83	0.26
HUBERT	69	73	68	0.45	0.28

NEITHER EFFECTIVE NOR ACCEPTABLE (GROUP III CONT'D)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
CROGMAN	35	73	67	6.70	0.22
SLATON	107	72	67	3.72	0.27
ARKWRIGHT	4	71	71	0.07	0.25
BENTEEEN	7	71	86	0.06	0.30
EAST LAKE	39	71	70	0.04	0.26
HARRIS	58	71	70	0.25	0.27
BUTLER	17	67	66	1.60	0.36
BEN HILL	6	66	86	0.10	0.23
GIDEONS	48	65	68	3.04	0.26
MAYSON	84	65	70	0.49	0.45
HERNDON	61	64	70	0.12	0.29
WEST	123	64	82	0.03	0.20
TOWNS	115	64	72	0.59	0.27
WALKER	119	64	68	2.27	0.31
DUNBAR	38	61	63	4.77	0.27
VENETIAN HILLS	117	54	80	0.23	0.33
HAYGOOD	60	50	74	1.10	0.41
COAN ELEM.	28	50	64	2.89	0.72
SCOTT	105	45	62	1.63	0.39
WALDEN ELEM.	118	38	63	4.38	1.28
FOWLER	46	33	74	0.69	0.40
KENNEDY ELEM.	78	33	65	3.11	1.29
AVERAGE		71	72	1.27	0.28

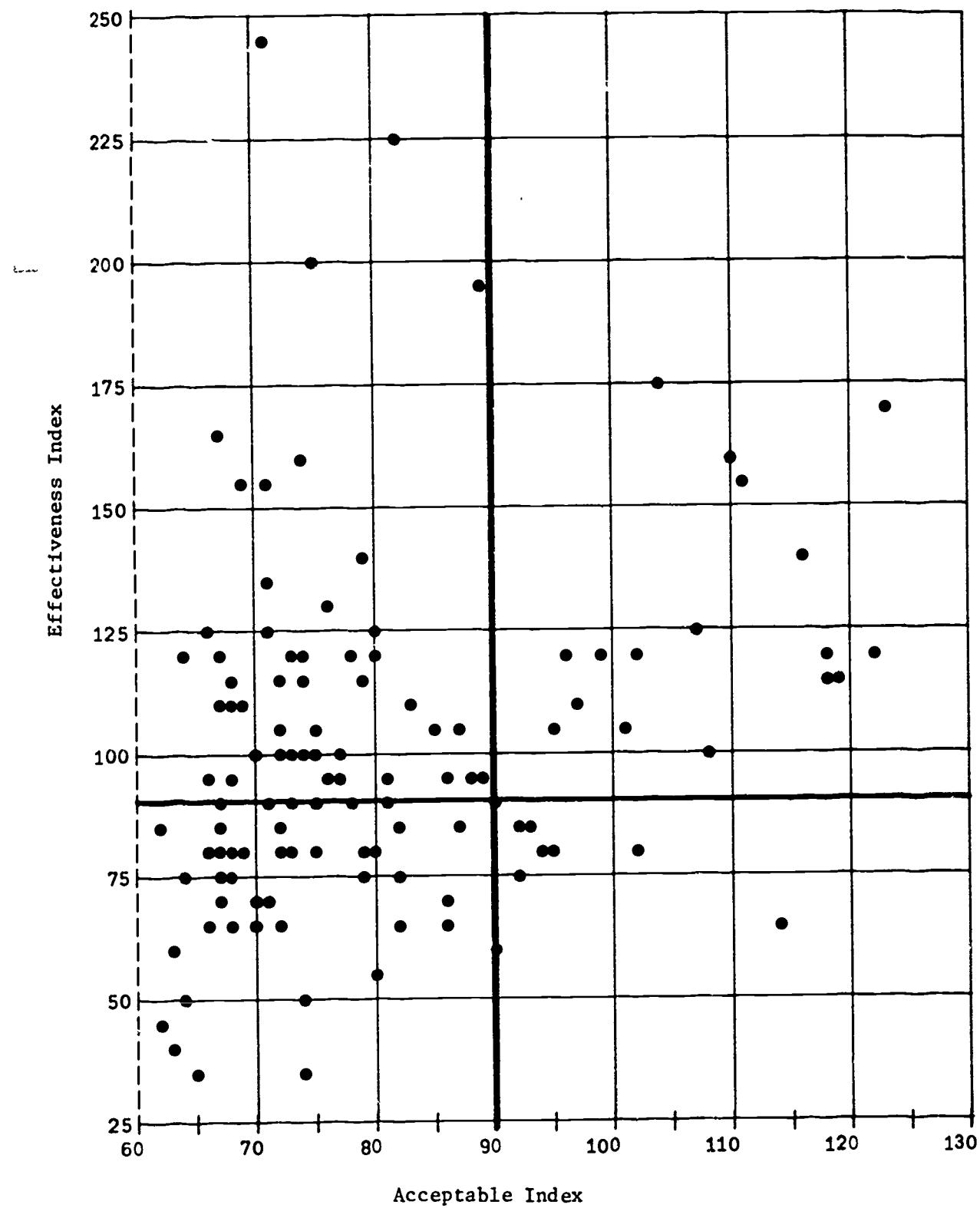
NOT EFFECTIVE BUT ACCEPTABLE (GROUP IV)

SCHOOL NAME	SCHOOL NUMBER	ERA	ARA	CF/ADA PER ERA	GF/ADA PER ERA
CASCADE	23	87	93	0.11	0.15
KIMBERLY	79	83	92	0.12	0.18
HOPE, R. L.	66	80	102	0.01	0.25
PERKERSON	94	78	94	0.00	0.17
CONTINENTAL COLONY	31	78	95	0.20	0.16
WEST MANOR	125	76	92	0.15	0.27
BIRNEY	9	65	114	0.21	0.25
HUTCHINSON	71	62	90	0.20	0.22
AVERAGE		76	96	0.13	0.20

CHART III

PERFORMANCE OF SCHOOLS IN READING AND ARITHMETIC BY
CLASSIFICATION OF EFFECTIVENESS AND ACCEPTABILITY

FY 72



The analysis of the average effectiveness of the four groups revealed that a distinct pattern existed between Groups I and II as compared to the performance in Groups III and IV (see Table III). The average index of effectiveness of Group I was 125, only 5 points higher than the average index of effectiveness of Group II. The average index of effectiveness for Group III and Group IV were similar; 71 and 76, respectively. These two groups differed only by 5 points, the same as the difference between the index of effectiveness of Group I and Group II. However, attention is called to the fact that Groups III and IV had an average level of performance of approximately 50 points lower than the average index of effectiveness of Groups I and II. The variance or standard deviation of the indices of effectiveness in Groups I and II differed by 9 points, 24 and 33, respectively. The variance of these two groups was quite a bit more than the variance of Groups I and IV (15 and 9, respectively).

The index of acceptability of the four groups did not pair together as in the case of index of effectiveness. The index of acceptability of Group I was only 11 points higher than the index of acceptability of Group IV (107 and 96, respectively). The index of acceptability of Groups II and III were similar. In fact, they were 2 points different (74 and 72, respectively). These data mean that the pupils in Groups I and IV performed at the national norm or above; whereas, those in Groups II and III performed at approximately three-fourths of the national norm. The overall index of acceptability for the 129 schools was 79 (or 79 per cent of the national norm). The variance or standard deviation of the four groups did not differ significantly. The standard deviation of Group I was 10, while that of Group II was 6. The standard deviation of Groups III and IV were 7 and 8, respectively. Thus, the average performance as represented by the index of acceptability varied only from 6 per cent to 10 per cent in each group.

Furthermore, specific attention is called to the fact that even though pupils in Groups II and III had similar achievement levels (as shown on the Index of Acceptability), still those in Group II performed much higher in relationship to what had been predicted for them than those in Group III (as shown on the Index of Effectiveness). This contrast in performance should be a cause for further analysis.

Expenditures by Classification of Effectiveness and Acceptability

A significant difference existed among the four groups in the case of the average expenditure of compensatory funds. Groups I and IV were similar. Group I spent an average of \$11.67 per ADA for compensatory programs; whereas, Group IV

TABLE III

INDICES OF EFFECTIVENESS AND ACCEPTABILITY,
READING AND ARITHMETIC PROGRAMS, FY 72

	Index of Effectiveness (ERA)				Index of Acceptability (ARA)					
	I	II	III	IV	Total	I	II	III	IV	Total
No. of Schools	18	56	47	8	129	18	56	47	8	129
Maximum	174	245	89	87	245	123	89	87	114	123
Minimum	91	90	33	62	33	90	64	62	90	62
Range	84	155	56	26	212	33	25	26	25.	61
Mean	125	120	71	76	100	107	74	72	96	79
Median	119	112	74	78	97	108	74	71	93	74
Standard Deviation	24	33	15	9	35	10	6	7	8	15

spent \$9.95. The big difference occurred between these two groups and between Groups II and III. The expenditures of the schools in Group II averaged \$118.50 per pupil in ADA, the highest of the four groups. Group III was next highest with an average expenditure of \$97.42 per pupil. The overall average of all four groups (or for the 129 elementary schools) was \$90.64 per pupil.

The expenditures of the compensatory funds to gain one unit of effectiveness differed among the four groups, particularly between Groups I and IV and between Groups II and III (see Table IV). Groups I and II were similar in that Group I spent \$0.09 for one unit of effectiveness; whereas, Group IV spent \$0.13. Group II spent \$0.99 to gain one unit of effectiveness, and Group III, the schools which had the lowest pupil performance spent \$1.37. The overall average for the 129 schools was an average compensatory expenditure of \$0.90 to gain one unit of effectiveness.

An interesting situation exists in that there was no significant correlation between the amount of money spent and the effectiveness of the programs. This is true in each of the four groups (see Table V). In other words, effectiveness cannot be predicted by the amount of compensatory expenditures. (Note: In the schools of Group IV there was a tendency toward a negative relationship between effectiveness and compensatory expenditures.)

TABLE IV
EXPENDITURES PER UNIT OF EFFECTIVENESS (BASED ON ADA)
FOR READING AND ARITHMETIC, FY 72

<u>Group</u>	Funds					
	<u>Compensatory</u>		<u>General</u>		<u>Total</u>	
	<u>Per ADA</u>	<u>Per E</u>	<u>Per ADA</u>	<u>Per E</u>	<u>Per ADA</u>	<u>Per E</u>
I	\$11.67	\$0.09	\$16.39	\$0.13	\$28.06	\$0.22
II	118.50	0.99	18.94	0.16	137.44	1.15
III	97.42	1.37	20.17	0.28	117.59	1.65
IV	9.95	0.13	15.19	0.20	25.14	0.33
All Schools	\$90.64	\$0.90	\$18.94	\$0.19	\$109.58	\$1.09

TABLE V
INTERCORRELATION OF EFFECTIVENESS AND EXPENDITURES
PER UNIT OF EFFECTIVENESS (BASED ON ADA)
FOR READING AND ARITHMETIC, FY 72

<u>Group</u>	<u>Funds</u>	
	<u>Compensatory</u>	<u>General</u>
I	.274	-.244
II	.186	-.121
III	.056	-.242
IV	-.346	-.020
All Schools	.117	-.172

No significant correlation coefficients were found.

The situation concerning the expenditures of general funds is not quite the same as that of spending compensatory funds. For example, a higher rate of general funds was spent in Group III schools (\$20.17 per pupil in average daily attendance) and in Group II schools (\$18.94) than in Group I and Group IV schools. These are the two groups in which also there was a higher rate of compensatory funds spent. The expenditure of general funds in Groups I and IV did not differ significantly; \$16.39 and \$15.19, respectively. The overall average of the general funds per pupil in average daily attendance for the 129 schools was \$18.94. One might think that the expenditures would be similar in all schools as far as the general funds are concerned. However, this analysis reveals that not only do the schools with the lowest level of effectiveness receive the highest rate of compensatory funds, but they also receive the highest rate of general funds.

Further analysis of the amount of general funds spent is revealed by a study of how much general funds was spent to gain one unit of effectiveness (see Table IV). Again, the greatest amount was spent in Group III (\$0.28); the least amount, in Group I (\$0.13). The expenditures in Groups II and IV were similar, \$0.16 and \$0.20, respectively. In all 129 schools, there was an average of \$0.19 spent in order to gain one unit of effectiveness. These comparisons are based on the amount spent per pupil in average daily attendance.

As was the case for compensatory funds, effectiveness cannot be predicted by the amount of general funds spent. For some reason, there is not statistically significant correlation between general expenditures and performance. In fact, there was a tendency toward a negative relationship (see Table V).

Opinions of Local Staffs

The opinions of each local school staff concerning effectiveness and acceptability of pupil progress in reading during FY 72 were sought by the means of a questionnaire. An attempt was not made to identify concerns of effectiveness and acceptability in arithmetic. The decision was made that for the initial analysis by local personnel emphasis would be placed on differences in the reading profile. Responses to the questionnaire were based on the opinions and documentations developed by principals and faculty members. An effort was made to develop a positive attitude toward the improvement of instruction. Consequently, reasons for lower performance were not requested, but reasons for improved performance in FY 72 over FY 71 were sought. In addition, if performance in FY 72 was lower than that in FY 71, the local staff was requested to submit a plan for raising the performance level back to at least the level of FY 71.

There were several sections of the questionnaire. The main ones were:

<u>Section</u>	<u>Areas of Interest</u>
I	Comparison of the index of effectiveness for FY 72 with FY 71 by grade levels.
II	Comparison of the index of effectiveness for FY 72 among grades within the school.
III	The trend of pupil progress from grades two through seven as represented by the index of effectiveness.
IV	Comparison of the overall index of effectiveness of grades two through seven for FY 72 with that of FY 71.
V	Comparison of compensatory and general funds spent on the basis of the number of pupils in average daily attendance.
VI	Variables which were included in the formula that possibly should be eliminated from it.
VII	Other variables which might be included in the formula.

The first part of the analysis of the opinions of the local school staffs concerns the comparison of the index of effectiveness for FY 72 with FY 71 at the same grade level. A difference in progress was defined as a difference of more than 50 points between the indices of effectiveness for the two years. The first portion of this comparison relates to grades in which the index of FY 72 was at least 50 points higher than the corresponding index for FY 71. The second portion relates to the situations in which the performance of pupils was at least 50 points lower in FY 72 than in FY 71. In this latter case, the local schools were asked to develop plans for raising the index during FY 73 to at least the level of FY 71.

The responses of the local schools were divided into three categories: reasons and plans relating to teacher performance or responsibilities, reasons and plans relating to pupil characteristics or responsibilities, and reasons and plans relating to the instructional program or instructional strategies. In fact, responses to all sections of the questionnaire were divided into these three categories.

A total of 26 different reasons was given for the performance in FY 72 to be at least 50 points higher than the performance in FY 71 for the corresponding grade (see Table VI). These 26 reasons were given a total of 194 times with reasons relating to teacher variables constituting approximately one-half (49.6 per cent) of all of the reasons. The second most frequently given reason related to the instructional program, and these constituted 40.4 per cent of all of the reasons given. Thus, the reasons relating to pupil characteristics constituted only 10 per cent of all of the reasons.

It is realized that the coding of the responses according to teacher, pupil, and instructional reasons depended a great deal on the interpretation of a particular response. Consequently, it is conceivable that some of the responses might have been coded under more than one reason. However, a consistent effort was made to code the response according to the emphasis given in the particular comment.

With this possible variance of interpretation in mind, attention is next directed to some of the most frequently given reasons. In the category relating to teacher variables, two reasons were cited most frequently: (a) flexibility of the teacher in her use of different and innovative instructional methods in the classroom and (b) the teacher's ability to relate to individual pupils.

The second most frequently cited group of reasons for improved performance in FY 72 when compared with FY 71 related to instructional program variables. One reason constituted about one-half of all the reasons relating to this variable. The local schools gave emphasis to the availability of reading materials and audio-visual equipment, as well as to the fact that these media were used effectively.

Factors relating to pupil variables were not cited frequently. The two leading ones which were cited constituted only approximately three per cent of all the comments. They related to drill and practice procedures which prepared pupils for taking tests and to the involvement of parents in the school program.

TABLE VI
REASONS FOR HIGHER PERFORMANCE AND PLANS FOR IMPROVING PERFORMANCE
IN CORRESPONDING GRADES, FY 71 AND FY 72

Reasons for Higher Performance in FY 72		Plans for Improving Performance		Differences Between Indices of Effectiveness of Same Grade, FY 71 and FY 72
Frequency	Per Cent	Frequency	Per Cent	Variables
I. Teacher Variables				
27	13.9	28	12.3	(1) Innovative classroom methods.
5	2.6	0	0.0	(2) Same teacher with same children over a period of years.
2	1.0	5	2.2	(3) Effective use of teacher aides.
12	6.2	5	2.2	(4) Low pupil-teacher ratio.
17	8.8	20	8.8	(5) Excellent preparation and training.
3	1.6	1	0.4	(6) Utilization of the library.
4	2.1	1	0.4	(7) Excellent classroom discipline.
2	1.0	2	0.9	(8) Low teacher turnover.
20	10.3	27	11.8	(9) Instructional program which emphasizes the individual.
<u>4</u>	<u>2.1</u>	<u>7</u>	<u>3.1</u>	(10) Team teaching.
96	49.6	96	42.1	Total

Reasons for Higher Performance in FY 72		Plans for Improving Performance		Differences Between Indices of Effectiveness of Same Grade, FY 71 and FY 72
Frequency	Per Cent	Frequency	Per Cent	Variables
II. Pupil Variables				
2	1.0	7	3.1	(11) Wholesome pupil attitudes.
0	0.0	1	0.4	(12) Very bright and well prepared pupils.
3	1.6	1	0.4	(13) Pupils in the same instructional program for a period of years.
1	0.5	0	0.0	(14) Fewer emotionally disturbed children.
5	2.6	1	0.4	(15) Drill and practice procedures to condition pupils to testing.
5	2.6	8	3.5	(16) Parental involvement.
4	2.1	0	0.0	(17) Good pupil attendance.
<u>20</u>	<u>10.4</u>	<u>18</u>	<u>7.8</u>	Total
III. Instructional Program Variables				
3	1.6	3	1.3	(18) Assistance from area resource personnel.
32	16.5	30	13.2	(19) Effective use of additional reading materials and audio-visual equipment.
11	5.7	17	7.5	(20) Effective use of tests as instructional tools to motivate pupils.
4	2.1	7	3.1	(21) Administration of tests.
6	3.1	23	10.1	(22) Effective compensatory programs.
12	6.2	8	3.5	(23) Effective use of CIP resources.
6	3.1	1	0.4	(24) More departmentalization.
3	1.6	18	7.9	(25) Effective grouping of pupils.
<u>1</u>	<u>0.5</u>	<u>7</u>	<u>3.1</u>	(26) Established behavioral objectives were commensurate with pupil needs.
78	40.4	114	50.1	Total
194	100.0	228	100.0	GRAND TOTAL

The second portion of the analysis of the comparison of FY 72 with FY 71 dealt with the plans for restoring performance in FY 73 to at least the level of performance in FY 71 (see Table VI). For the schools responding, the value of the index of effectiveness was at least 50 points lower in FY 72 than it had been in FY 71.

A total of 228 plans were suggested for grades two through seven. About one-half the plans related to instructional program variables, and about 40 per cent of them related to teacher variables. Again, pupil variables were cited with the least frequency (8 per cent). The most cited instructional plan related to the use and availability of reading materials and audio-visual equipment and to the manner in which they were to be used, so that their effectiveness would be increased. The next most frequently cited plans related to teacher variables and, more specifically, to the use of innovative methods and the manner in which the teacher deals with the individual pupils. This latter group of plans seemed to focus on developing pupil-centered versus subject-centered activities. Even though pupil characteristics were not frequently cited as the chief elements of plans to improve pupil performance, the two pupil characteristics which were most frequently cited related to improving the pupils' attitudes toward school and to the greater involvement of parents in the instructional program.

The next portion of the analysis of the opinions of the local staff is a comparison within a school of the index of effectiveness among the different grades. The first portion deals with the reason the index of effectiveness in certain grades was at least 50 points higher than the overall average for the school during FY 72.

There was a total of 26 different reasons given (see Table VII). These 26 reasons were used a total of 90 times. Approximately one-half of the reasons related to teacher variables and one-fourth to each of the other two, respectively (pupil variables and instructional program). By far the most frequently cited reason among all of the variables related to the teacher's manner in the classroom and her use of innovative methods. This one reason constituted about one-fourth of all of the reasons given. The next most frequently cited reason dealt with pupil characteristics: preparation of the pupils and the fact that the pupils who remained within the particular instructional situation improved more rapidly than those who had moved rather frequently. Stability, therefore, seems to have been the key in this particular reason. The local staffs were concerned with the pupils' remaining in a school setting and receiving consistent instruction over several years. The third most frequently cited reason dealt with the instructional program and, more specifically, stressed the effective grouping of pupils.

TABLE VII
REASONS FOR HIGHER PERFORMANCE AND PLANS FOR IMPROVING PERFORMANCE
AMONG GRADES WITHIN A SCHOOL, FY 72

Reasons for Higher Performance in FY 72		Plans for Improving Performance		Differences of Indices of Effectiveness Among Grades of Same School, FY 72
Frequency	Per Cent	Frequency	Per Cent	Variables
I. Teacher Variables				
21	23.3	16	12.3	(1) Innovative classroom methods.
4	4.4	3	2.3	(2) Effective use of teacher aides.
2	2.2	6	4.6	(3) Low pupil-teacher ratio.
7	7.8	8	6.2	(4) Excellent preparation and training of teachers.
0	0.0	1	0.7	(5) Effective utilization of the library.
4	4.4	2	1.5	(6) Improved classroom discipline.
5	5.6	13	10.0	(7) Instructional program which emphasizes the individual.
0	0.0	1	0.7	(8) Good teacher diction.
0	0.0	1	0.7	(9) Team teaching.
1	1.1	1	0.7	(10) Consistent follow up in the instructional program.
<u>0</u>	<u>0.0</u>	<u>1</u>	<u>0.7</u>	(11) Reduced teacher turnover.
<u>44</u>	<u>48.8</u>	<u>53</u>	<u>40.4</u>	Total
II. Pupil Variables				
4	4.4	2	1.5	(12) Wholesome pupil attitudes.
1	1.1	2	1.5	(13) Very bright and well prepared pupils.
10	11.1	1	0.7	(14) Pupils in the same instructional program over a period of years for better preparation.
2	2.2	0	0.0	(15) Drill and practice procedures to condition pupils to testing.
0	0.0	6	4.6	(16) Parental involvement.
5	5.6	1	0.7	(17) Good pupil attendance.
2	2.2	0	0.0	(18) High mobility rate.
<u>24</u>	<u>26.6</u>	<u>12</u>	<u>9.0</u>	Total
III. Instructional Program Variables				
3	3.3	4	3.1	(19) Assistance from area resource personnel.
0	0.0	13	10.0	(20) Effective use of additional reading materials and audio-visual equipment.
0	0.0	11	8.5	(21) Effective use of tests as instructional tools to motivate pupils.
1	1.1	10	7.7	(22) Administration of tests.
4	4.4	10	7.7	(23) Effective compensatory programs.

3	3.3	7	5.4	(24) Effective use of CIP resources.
3	3.3	0	0.0	(25) More departmentalization.
<u>8</u>	<u>8.9</u>	<u>10</u>	<u>7.7</u>	(26) Effective grouping of pupils.
22	24.3	65	50.1	Total
90	99.7	130	99.5	GRAND TOTAL

The second portion of the analysis of the differences among the grades in their index of effectiveness examines plans for improving those grades in which the index of effectiveness was at least 50 points lower than the overall index of effectiveness for the particular school. Among the plans cited, approximately one-half stressed changes in the instructional program, and about 40 per cent stressed changes in teacher-related variables. The most cited reason in the former group identified again the effective use of additional reading materials and audio-visual equipment. In the teacher-variable group, two reasons led the list: the teacher's use of innovative materials and methods and her desire to relate to pupils on an individual basis. Even though pupil related variables constituted only 9 per cent of all the reasons given, the most frequently cited reason in this category concerned parental involvement. Examination of Table VII reveals the various reasons given and the frequencies cited.

The third portion of the analysis of the opinions of local staffs deals with a comparison of situations in which the lower and upper grades consistently differed (see Table VIII).

The lower grades, in general, were consistently higher than the upper grades. Reasons relating to improved pupil performance stressed two instructional variables: effective use of additional and improved reading materials and audio-visual equipment and the use of improved grouping practices -- grouping of pupils according to their performance levels. Closely following the instructional related variables, which were cited as approximately half of the reasons for improved performance, are the reasons related to teachers. The most frequently cited reasons of the teacher variables stressed the teacher's ability to relate to the pupil individually, to use innovative methods, and to conduct an individualized instructional program. Also, her preparation and training were recognized as being important. The third group of reasons, the pupil related variables, constituted about 10 per cent of all the reasons given. Among these, by far the most frequently cited, was involvement of parents in the instructional program. Additional reasons for improved performance can be gleaned from Table VIII.

TABLE VIII

PLANS FOR IMPROVING PERFORMANCE IN EITHER THE LOWER OR UPPER GRADES
IN WHICH THE INDEX OF EFFECTIVENESS WAS CONSISTENTLY LOWER

<u>Plans for Improving Performance</u>	<u>Per Cent</u>	<u>Variables</u>
<u>Frequency</u>		
I. Teacher Variables		
8	7.8	(1) Innovative classroom methods.
8	7.8	(2) Effective use of teacher aides.
4	3.9	(3) Low pupil-teacher ratio.
8	7.8	(4) Improve preparation and training of teachers.
1	1.0	(5) Utilization of the library.
1	1.0	(6) Improve classroom discipline.
12	11.7	(7) Institute an instructional program which emphasizes the pupil.
<u>1</u>	<u>1.0</u>	(8) Develop a consistent follow up program.
<u>43</u>	<u>42.0</u>	Total
II. Pupil Variables		
2	1.9	(9) Develop wholesome pupil attitudes.
1	1.0	(10) Persuade parents of high achievers not to put their children into private schools.
1	1.0	(11) Keep pupils in the same instructional program for a period of years.
1	1.0	(12) Develop drill and practice procedures to condition pupils to taking tests.
<u>7</u>	<u>6.8</u>	(13) Increased parental involvement.
<u>12</u>	<u>11.7</u>	Total
III. Instructional Program Variables		
3	2.9	(14) Increased assistance from school area personnel.
14	13.6	(15) Obtain more effective use of additional reading materials and audio-visual equipment.
6	5.8	(16) Effective use of tests as instructional tools to motivate pupils.
6	5.8	(17) Effective compensatory programs.
6	5.8	(18) Effective use of CIP resources.
<u>13</u>	<u>12.6</u>	(19) Improve practice of grouping pupils.
<u>48</u>	<u>46.5</u>	Total
103	100.2	GRAND TOTAL

The local staffs were of the opinion that overall effectiveness can be gained by stressing mainly two variables which relate to the instructional program and three variables which relate to teachers (see Table IX). Instructional and teacher related variables were cited approximately equally (46 per cent and 44 per cent, respectively). The reasons given in the order of their frequency were: effective use of additional and improved reading materials and audio-visual equipment (16 per cent); the use of innovative teaching methods, such as having pupils to write poetry or stories about themselves or to participate in contests (13 per cent); the teacher's ability to relate on an individual basis to the various pupils (13 per cent); preparation and training of teachers (12 per cent); and improved grouping practices, or grouping based on pupil performance (10 per cent).

Opinions of the local staffs concerning ways to gain a significant correlation between the use of funds and improved pupil progress revealed two main ways. Over half of their opinions concerned teacher variables, and about one-third concerned instructional variables (see Table X). The most frequently cited suggestions are given below in a descending order of the frequencies cited: decrease the pupil-teacher ratio (14 per cent); increase individualization of instruction (14 per cent); make greater use of paraprofessionals, such as teacher aides (12 per cent); and obtain more and improved reading materials and make more effective use of these materials and of audio-visual equipment (10 per cent).

The last two sections of the analysis of opinions of the local school personnel concerning pupil performance deal with the variables which might be eliminated from the model and other variables which might be considered for inclusion. Regarding suggestions of variables which might be eliminated, only 32 responses were made, and 23 of the 32 were concerned with the inclusion of the per cent of pupils' passing. The desire to eliminate this variable seemed to be based on the fact that the guidelines for determining pupil failures are not clearly defined and that teachers in a local school, much less in different schools, vary in determining whether or not a pupil should be passed or failed.

TABLE IX

PLANS FOR IMPROVING THE OVERALL EFFECTIVENESS IN SCHOOLS
 IN WHICH THE INDEX OF EFFECTIVENESS WAS AT LEAST
 50 POINTS LOWER IN FY 72 THAN IN FY 71

<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
I. Teacher Variables		
13	12.8	(1) Innovative methods.
3	2.9	(2) Effective use of teacher aides.
1	1.0	(3) Low pupil-teacher ratio.
12	11.8	(4) Preparation and training of teachers.
13	12.8	(5) Instructional program which emphasizes the individual.
1	1.0	(6) Team teaching.
<u>2</u>	<u>2.0</u>	(7) Consistent follow up program.
45	44.3	Total
II. Pupil Variables		
2	2.0	(8) Wholesome pupil attitudes.
3	2.9	(9) Drill and practice procedures to condition pupils to testing.
<u>5</u>	<u>4.9</u>	(10) Parental involvement.
10	9.8	Total
III. Instructional Program Variables		
4	3.9	(11) Assistance from area resource personnel.
16	15.7	(12) Effective use of additional reading materials and audio-visual equipment.
7	6.9	(13) Effective use of tests as instructional tools to motivate pupils.
8	7.8	(14) Effective compensatory programs.
1	1.0	(15) Effective use of CIP resources.
<u>11</u>	<u>10.0</u>	(16) Improved practices of grouping pupils.
47	46.1	Total
102	100.2	GRAND TOTAL

TABLE X
SUGGESTED WAYS FOR INCREASING THE CORRELATION BETWEEN
THE AMOUNT OF FUNDS SPENT AND PUPIL PROGRESS

<u>Frequency</u>	<u>Per Cent</u>	<u>Suggestions</u>
I. Teacher Variables		
6	5.0	(1) Implement innovative methods of teaching.
2	1.7	(2) Have same teacher teach a group of children for several years.
15	12.4	(3) Make more extensive use of paraprofessionals.
17	14.1	(4) Decrease the pupil-teacher ratio.
9	7.4	(5) Improve the preparation and training of teachers and encourage them to improve their daily lesson plans.
1	0.8	(6) Maintain classroom discipline.
1	0.8	(7) Cease using negative reinforcement.
<u>17</u>	<u>14.1</u>	(8) Have more individualized instruction.
68	56.3	Total
II. Pupil Variables		
3	2.5	(9) Try to improve the pupils' attitudes.
2	1.7	(10) Do not consider emotionally disturbed children in evaluation activities.
4	3.3	(11) Try to obtain a high level of parental involvement.
<u>3</u>	<u>2.5</u>	(12) Improve pupil attendance.
12	10.0	Total
III. Instructional Program Variables		
1	0.8	(13) More effectively use the assistance of area resource personnel.
12	9.9	(14) Effectively use additional resource materials and audio-visual equipment.
4	3.3	(15) Use tests more effectively to motivate pupils and to assess their learning needs.
7	5.8	(16) More effectively use the compensatory programs.
4	4.3	(17) More effectively use CIP resources.
1	0.8	(18) Improve practices of grouping pupils.
1	0.8	(19) Set behavioral objectives in accordance with pupil needs.

<u>Frequency</u>	<u>Per Cent</u>	<u>Suggestions</u>
1	0.8	(20) Stop spending so much money on testing.
1	0.8	(21) Increase teacher participation in determining how money will be used within the local schools.
6	5.0	(22) Take care of the nutritional needs of the children.
<u>3</u>	<u>2.5</u>	(23) Improve the evaluation of pupil progress.
41	33.8	Total
121	100.1	GRAND TOTAL

Greater attention was given to variables which might be included in the model. In fact, there were 17 different variables suggested for a total of 90 times (see Table XI). More than one-half of the suggestions concerned the following four variables: attendance of teachers (17 per cent), turnover of teachers (14 per cent), ability level of pupils (14 per cent), and educational background of parents (12 per cent). A scanning of Tables X and XI will reveal the extent that the variables were suggested for either elimination or inclusion, respectively.

TABLE XI
OTHER VARIABLES WHICH MIGHT BE CONSIDERED FOR USE IN
THE FORMULA FOR PREDICTING PUPIL PROGRESS

<u>Frequency</u>	<u>Per Cent</u>	<u>Variables</u>
13	14.4	(1) Ability of pupils.
11	12.2	(2) Educational background of parents.
6	6.7	(3) Techniques used in managing the classroom situation.
13	14.4	(4) Turnover of teachers.
2	2.2	(5) Health of pupils.
3	3.3	(6) Involvement of parents.
2	2.2	(7) Management of the school by the principal.
1	1.1	(8) Socio-economic level of the pupil by an index other than receiving free lunches.
5	5.6	(9) Attitudes of the pupils.
15	16.7	(10) Attendance of teachers.
2	2.2	(11) Attendance of pupils.
8	8.9	(12) Experience and qualifications of teachers.
1	1.1	(13) Attitudes of teachers.
1	1.1	(14) Racial make-up of classroom.
2	2.2	(15) Mobility of pupils.
3	3.3	(16) Sex ratio.
2	2.2	(17) Amount of money spent to employ people who work directly with the pupils rather than including auxiliary personnel such as lead teachers, social workers, and librarians.
90	99.8	Total

Profiles of Local Schools

An analysis of the effectiveness of the instructional program and of the acceptability of the level of achievement can best be shown by examining the data of each individual school. In making the analysis, attention should be given to the grossness of the data, to the approximation of achievement which the data represent, and to the establishment of an index of 90 or above as representing performance as predicted or performance as being equal to or higher than the national norm.

The profiles of effectiveness and acceptability of the reading and arithmetic programs are subsequently given (see appendix) in chart form for grades two through seven of each elementary and middle school. Accompanying the charts are numerical data from which more specific information can be gleaned concerning deviations and trends within an individual school, performance in reading during FY 71 and FY 72, and performance in arithmetic during FY 72. In addition to the data concerning effectiveness and acceptability, information is given concerning expenditure per unit of effectiveness for each pupil in average daily attendance for FY 72. A comparison of local school expenditures can be made with the system-wide averages.

In making the analysis of effectiveness and acceptability of the reading and arithmetic programs, attention should be directed to the trends and to the deviations of the data. For analysis and comparison, the data concerning reading are given for FY 71 and for FY 72 by grades. The graph is designed so that the differences between years and among grades can be determined by visual inspection. For example, in the case of Adair School, the gain rate of effectiveness of reading in the second grade decreased from an index of 200 in FY 71 to -50 in FY 72; whereas, the same index for the fifth grade increased from 20 in FY 71 to 200 in FY 72. The overall effectiveness for grades two through seven decreased from 107 in FY 71 to 88 in FY 72. In general, effectiveness in FY 71 was rather uniform with the exception of two grades, the fifth and the seventh (20 and -33, respectively). The effectiveness in FY 72 was more sporadic with performance in three grades being as predicted or better than predicted and in three other grades being less than predicted. The performance in the fourth, fifth, and sixth grades was as predicted; whereas, the performance in the second, third, and seventh grades was less than predicted. In other words, it might be said that the performance in the fourth grade and in the sixth grade was similar for the two years and was equal to or higher than predicted.

The index of the gain rate of effectiveness in arithmetic is given only for FY 72. In general, the index of effectiveness at Adair was higher in arithmetic than in reading. The performance among the grades was more consistent than in reading. The index in the third grade was low for both reading and arithmetic during FY 72 (75 and 40, respectively). A great difference existed between reading and arithmetic in the second grade and in the seventh grade. The gain rate of effectiveness during FY 72 in the second grade reading was -50 as compared to 150 for arithmetic. In the seventh grade, the gain rate of effectiveness in reading during FY 72 was 40; whereas, the similar index in arithmetic was 150. The overall index of effectiveness during FY 72 for grades two through seven was higher, almost twice as high, in arithmetic than in reading (168 as compared to 88).

The index of acceptability (or the relationship of performance to the national norm) decreased in reading during FY 72 at Adair as compared to the index in FY 71. This decrease was from 73 to 67. As far as pupil performance in arithmetic is concerned, it was almost at the level of the national norm. In fact, it was 85 per cent of the national norm.

As far as the overall effectiveness and acceptability indices for the combination of reading and arithmetic are concerned, Adair School was classified as a Group II school: effective but not acceptable (128 and 76, respectively).

The expenditure per unit of effectiveness during FY 72 from general funds and from compensatory funds was not as high as the respective expenditures for the city. Adair School spent a total of \$0.19 from these two sources in order to gain one unit of effectiveness; whereas, the average of all of the elementary schools was \$1.09. On an average, the elementary schools throughout the school system spent from general funds \$0.19 to gain one unit of effectiveness, while Adair School spent only \$0.11. Similarly, throughout the school system the elementary schools spent from compensatory funds \$0.90 for one unit of effectiveness as compared to Adair's spending \$0.08.

In general, the profile of effectiveness of the reading program at Adair School during FY 72 represented rather consistent and high performance in certain grades and inconsistent and relatively low performance in other grades. The effectiveness of the arithmetic program represented greater consistency and higher performance than the effectiveness of the reading program. There was, however, one low performing grade in both reading and arithmetic. Further, Adair's expenditures for one unit of effectiveness was about one-sixth of the average of all of the elementary schools.

IV. CONCLUSIONS

The analysis of pupil performance during FY 72 resulted in the formulation of the following conclusions concerning the effectiveness and acceptability of the reading and arithmetic programs and the expenditures from general and compensatory funds:

1. Because of the consistency of the intercorrelations among the factors used in the model to predict pupil performance, the following generalizations can be made:
 - a. There was a positive and significant correlation in grades two through seven between:
 - (1) attendance of pupils and stability of pupils
 - (2) attendance of pupils and paid lunches
 - (3) attendance of pupils and pretest scores
 - (4) attendance of pupils and posttest scores
 - (5) paid lunches and pretest scores
 - (6) paid lunches and posttest scores
 - (7) pretest and posttest scores.
 - b. There was a negative and significant correlation in grades two through seven between:
 - (1) pupil-teacher ratios and pretest scores
 - (2) pupil-teacher ratios and posttest scores.
 - c. There was a negative and significant correlation in the third grade between attendance of pupils and pupil-teacher ratios.
 - d. There was a positive and significant correlation in fourth grade arithmetic between stability of pupils and per cent of pupils passing.
 - e. There was a negative and significant correlation in the seventh grade between paid lunches and pupil-teacher ratios.
 - f. There was a negative and significant correlation in the third grade between:
 - (1) per cent passing and pretest arithmetic scores
 - (2) per cent passing and posttest arithmetic scores.

2. More than half of the schools performed as predicted and, consequently, were classified as being effective.
3. Only about one-sixth of the schools performed equal to or better than the national norm and could be classified as being acceptable.
4. Effectiveness cannot be predicted by the amount of funds spent, neither compensatory nor general funds.
5. There was a tendency toward a negative relationship between the amount of general funds spent and pupil performance. In other words, there was a tendency to spend a greater proportion of general funds in the lower performing schools than in the higher performing schools.
6. Schools classified as being effective and not acceptable (classification II) and those classified as being neither effective nor acceptable (classification III) performed decidedly differently. Even though the levels of acceptability of these two groups were approximately the same, schools in Group II were about 70 per cent more effective than the schools in Group III.
7. Essentially, three reasons were given for improved pupil performance: innovative classroom methods, teachers who related to pupils and who individualized instruction, and effective use of additional reading materials and audio-visual aids. These three variables were the main ones stressed in plans to improve instruction. Two other variables seemed to emerge, which should receive additional attention: (a) drill and practice procedures which condition pupils to taking tests and (b) parental involvement. Also, in general, these five variables were suggested as the main ones for increasing the correlation between the amount of funds spent and pupil progress.
8. The one variable now included in the formula which was strongly suggested for elimination was the per cent of pupils passing.
9. Two teacher variables and two pupil variables were suggested by more than ten schools for consideration to be included in the formula: (a) the ability of the pupils and the educational background of their parents and (b) teacher attendance and teacher turnover.

V. RECOMMENDATIONS

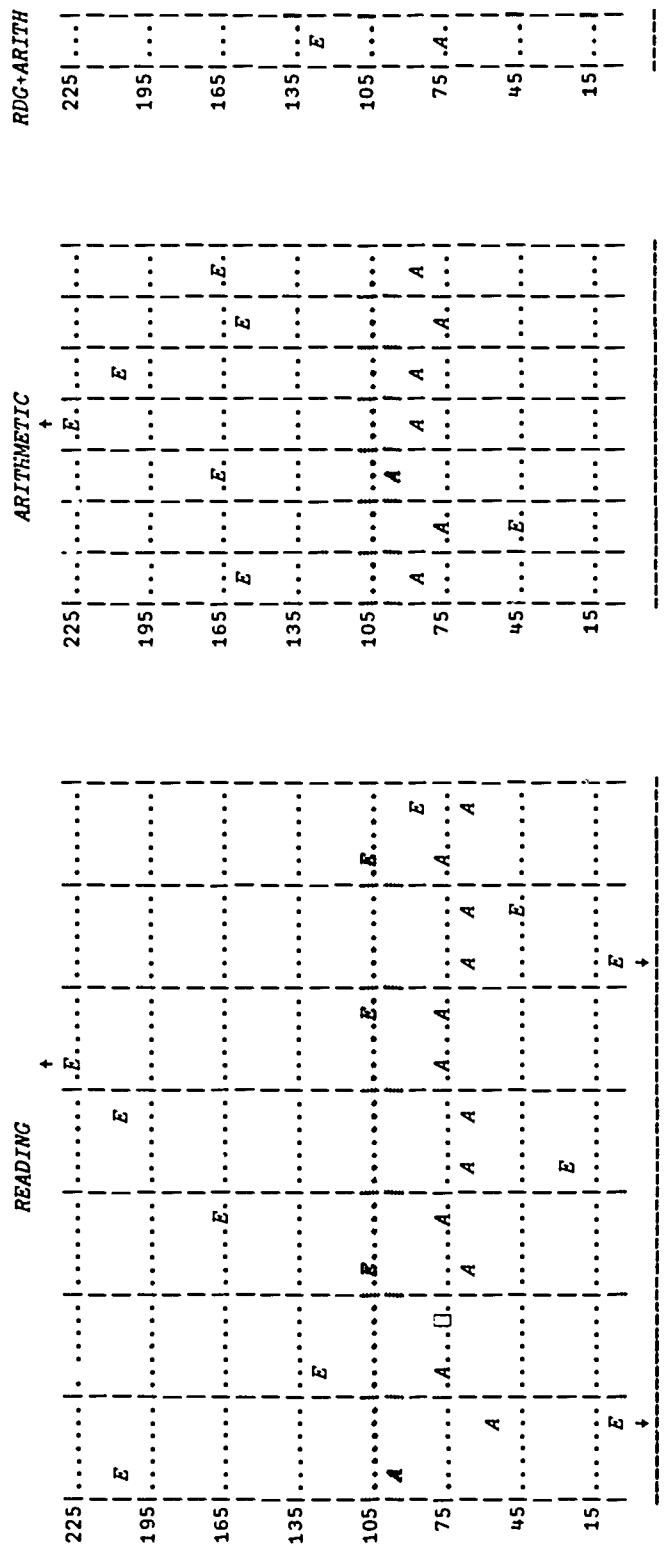
The following recommendations are made based on the findings of this study:

1. Careful analysis should be made of the manner in which schools use additional materials and funds. This study shows that it is not the quantity of these two resources which makes the difference but the quality of their use.
2. Increased attention should be given to the use of innovative classroom procedures; but, above all, it seems that these should be accompanied by the personalized manner in which these methods are used. Also, it seems that this is another way of saying that there is a need to develop further the understanding of people's reactions (both teacher's and pupil's), to help each group to understand the cause and effect relationships, to use problem-solving techniques, and to promote positive reinforcement of behavior. The use of innovative instructional methods would most likely be a natural outgrowth of these actions.
3. Extensive study should be made of the differences between pairs of schools in which their acceptability levels are, for all practical purposes, equal but their respective effectiveness differs extensively. Pupils with similar characteristics are not performing similarly from school to school, as evidenced by the differences between Group II and Group III schools.
4. Additional assistance should be given to helping local staffs to diagnose the lack of pupil performance, particularly in those schools in which effectiveness is rather low. Particular attention might well focus on the decision-making process of the school and on the emphasis given to process and product. What value is the process if it does not yield the specified product? Hence, predetermination of the desired product is most important. In general, do not people tend to perform as they are expected to perform?

5. Encouragement should be given to all schools to begin considering the development of plans for implementing an instructional management system (a) in which the objectives of the curriculum are clearly and specifically stated in behavioral terms, (b) in which available resources and strategies for accomplishing these objectives are efficiently utilized, and (c) in which appropriate data on pupil progress serve to promote fully each pupil's efforts in accomplishing the stated objectives. In fact, this recommendation might well be a system-wide effort.
6. Accountability involves at least two processes: teaching and learning. These are different but related processes. The former has traditionally been delegated to the role of the teacher; the latter, to the pupil. Profitable results might well be obtained if more emphasis were given to learning, particularly if pupil performance continues as one of the primary goals of the school system.

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

ADAIR ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

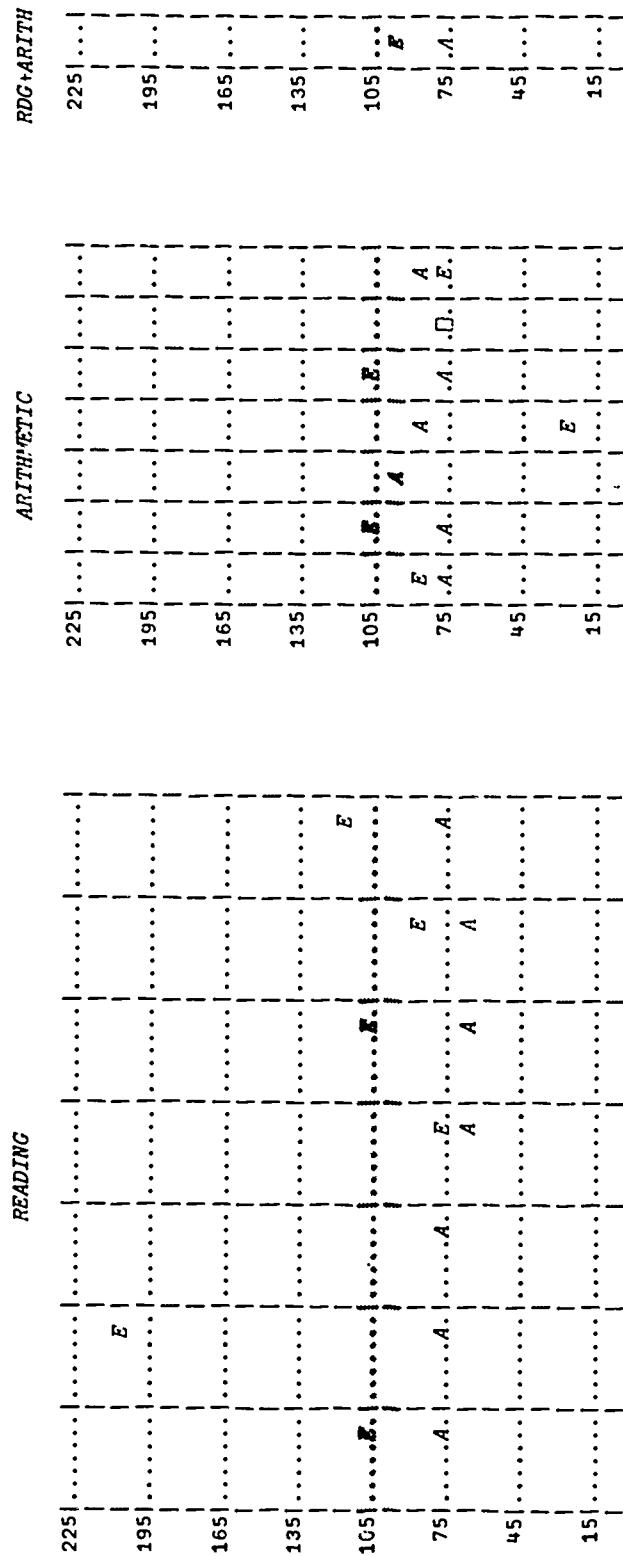
GRADE	READING		RDG + ARITH		READING		RDG + ARITH		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	200	-50	150	50	96	52	89	71	1.4	2.4	2.2	2.3
3	120	75	40	58	70	70	76	73	2.6	2.8	2.8	2.9
4	100	162	167	165	68	77	96	87	3.6	4.5	3.3	4.0
5	20	200	300	250	65	63	84	74	3.6	4.8	3.9	4.9
6	233	100	200	150	72	72	84	78	4.8	5.6	4.4	5.3
7	-33	40	150	95	65	65	79	72	5.6	6.1	4.8	6.0
2-7	107	88	168	128	73	67	85	76	7.7	7.7	7.7	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
 FUND LOCAL SCHOOL SYSTEM-WIDE
 GENERAL \$ 0.11 \$ 0.08 \$ 0.19
 COMPENSATORY \$ 0.08 \$ 0.08 \$ 0.90

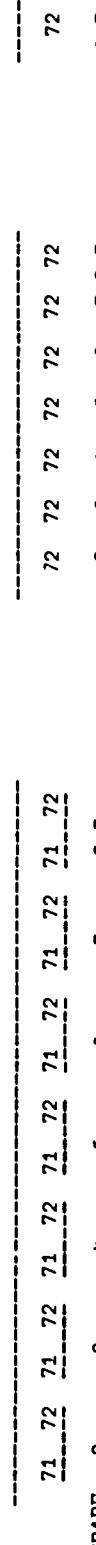
PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ADAMSVILLE ELEMENTARY SCHOOL

GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY RDG + A: EQUAL



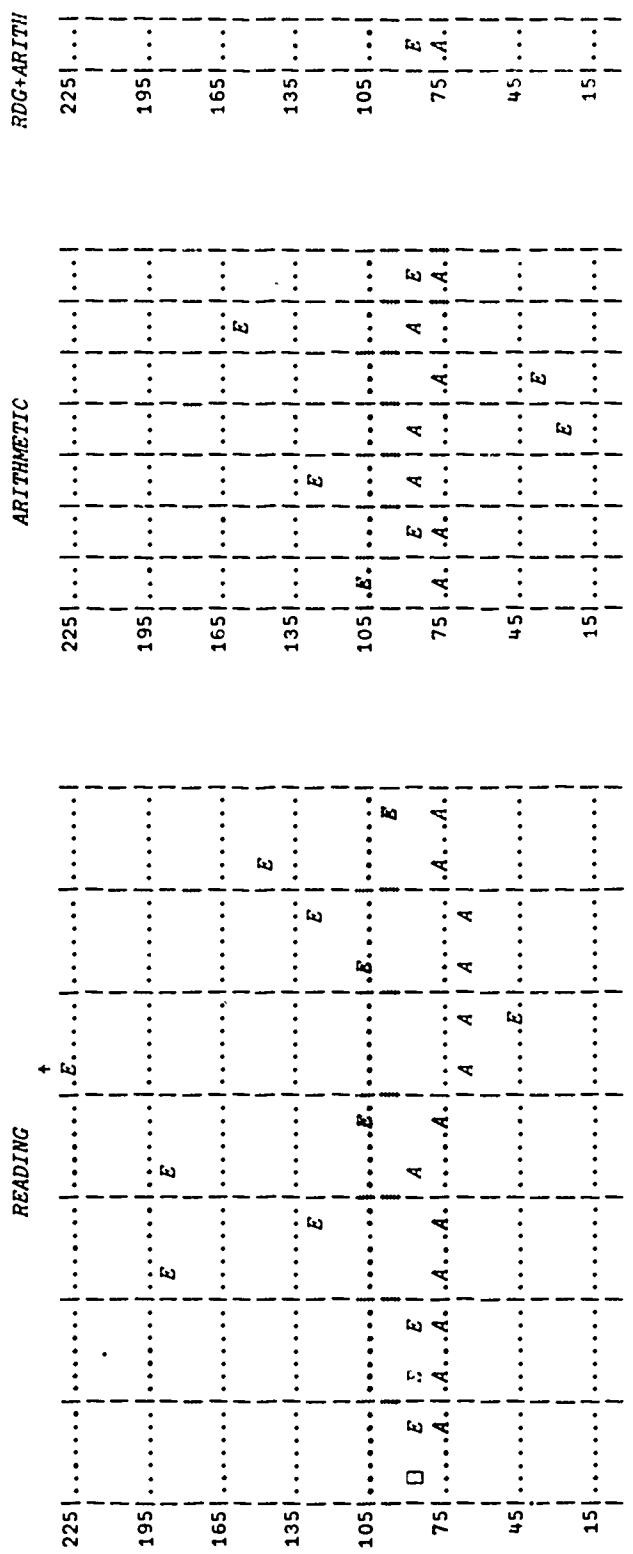
E: EFFECTIVENESS A: ACCEPTABILITY RDG + A: EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING		ARITH	READING		ARITH	ACTUAL		SYSTEM-WIDE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	RDG
2	100	83	92	78	78	78	2.1	2.1	2.2
3	200	100	150	73	73	73	2.7	2.7	2.8
4	75	20	48	79	94	87	3.7	4.4	3.3
5	100	100	100	68	86	77	3.9	4.9	4.0
6	86	75	81	66	79	73	4.4	5.3	4.4
7	112	76	94	72	81	77	5.2	6.0	5.7
2-7									5.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:	GENERAL	LOCAL	SCHOOL	SYSTEM-WIDE
	COMPENSATORY	\$ 0.05	\$ 0.46	\$ 0.19
				\$ 0.90

*PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72*

ANDERSON PARK ELEMENTARY SCHOOL **GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE**



GRADE 2 3 4 5 6 7 7 2

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING		RDG +		SYSTEM-WIDE	
	FY71	FY72	ARITH	ARITH	RDG	ARITH
2	80	80	100	90	81	70
3	83	80	83	82	73	70
4	180	125	123	124	77	74
5	180	100	25	63	81	75
6	250	40	33	37	66	64
7	100	120	150	135	60	68
2-7	146	91	86	89	73	71

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
		COMPENSATORY	\$ 0.05	\$ 0.19

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

ARKRIGHT ELEMENTARY SCHOOL **GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE**

READING

ARITHMETIC

RDG+ARITH

71 72 71 72 71 72 71 72 71 72 71 72

E: EFFECTIVENESS A: ACCEPTABILITY Q:E AND A ARE EQUAL

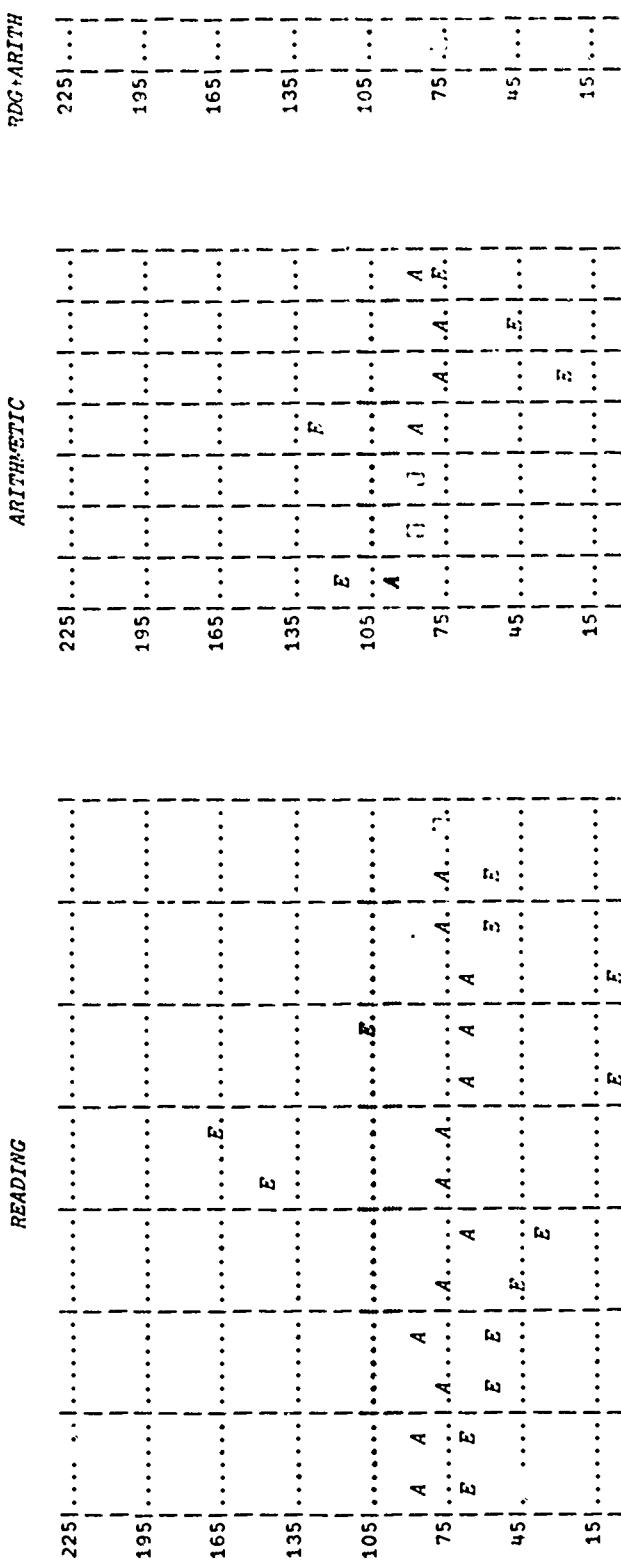
INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972) (A)

GRADE LEVEL (APRIL 1972)					
	ACTUAL RDG	SYSTEM-WIDE		ACCEPTABLE	
		RDG	ARITH	RDG	ARITH
(A) G +	100	100	100	100	100
JITH	100	100	100	100	100
Y72	100	100	100	100	100
Y73	100	100	100	100	100

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>LOCAL SCHOOL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
GENERAL COMPENSATORY	\$ 0.25	\$ 0.07	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72
PEECHER HILL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
GRADE	2	3	4	5	6	7	2-7								2	3	4	5	6	7	2-7

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

GRADE	READING				RDG				ARITH				RDG+ARITH				SYSTEM-WIDE			
	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH
2	67	62	113	88	85	81	93	87	2.2	2.5	2.2	2.3	2.7	2.7	2.7	2.7	3.0	3.0	2.8	2.9
3	50	57	86	72	70	81	81	81	3.1	3.9	3.1	3.3	4.0	4.0	4.0	4.0	4.4	4.4	4.4	4.7
4	43	38	80	59	70	66	83	75	4.4	5.0	4.4	5.0	5.7	5.7	5.7	5.7	5.9	5.9	5.9	5.9
5	140	160	125	143	75	77	88	83	4.6	5.1	4.6	5.1	5.3	5.3	5.3	5.3	5.4	5.4	5.4	5.4
6	0	100	25	63	69	69	76	73	5.4	6.0	5.4	6.0	6.7	6.7	6.7	6.7	6.8	6.8	6.8	6.8
7	0	50	43	47	60	70	78	74	5.4	6.0	5.4	6.0	7.7	7.7	7.7	7.7	7.8	7.8	7.8	7.8
2-7	50	78	79	79	72	74	83	79	2	3	4	5	6	7	2-7	2	3	4	5	6

EXPENDITURE PER UNIT OF EFFECTIVENESS - PER ADA FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
\$ 0.16 \$ 0.23 \$ 0.19
COOPERATOR \$ 0.23 \$ 0.90

'PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

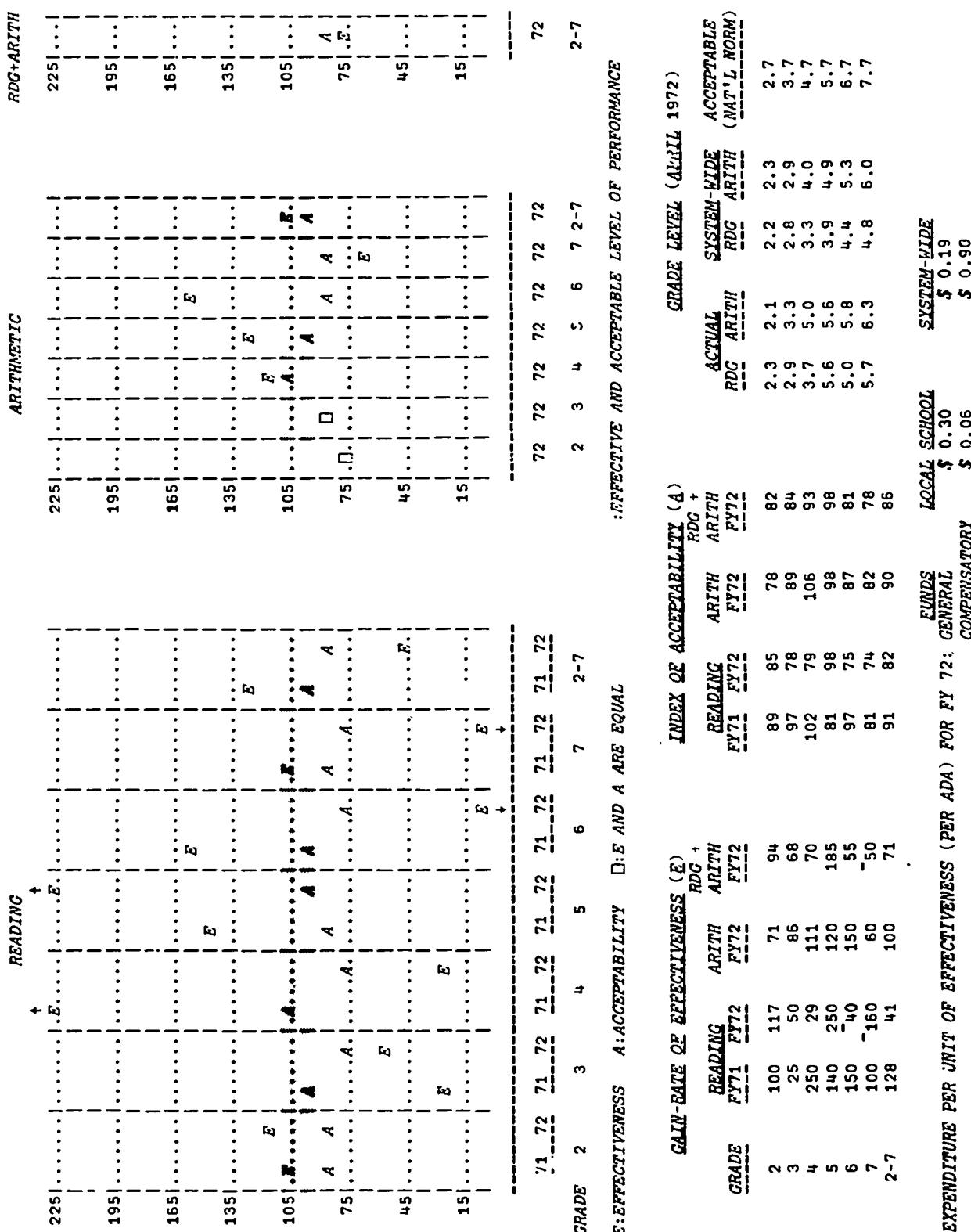
E: EFFECTIVENESS A: ACCEPTABILITY 0:E AND A ARE EQUAL

GAIN-RATE OF EFFECTIVENESS (E): RDG - ARITH								INDEX OF ACCEPTABILITY (A): RDG + ARITH								GRADE LEVEL (APRIL 1972)							
GRADE				READING		READING		READING		READING		ACTUAL		SYSTEM-WIDE		ACCEPTABLE							
				FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH	(NAT'L. NORM.)					
TRADE	2	3	4	5	6	7	7	2-7	2-7	2-7	2-7	2	3	4	5	6	7	2-7					
EFFECTIVENESS	A:ACCEPTABILITY	E: AND A ARE EQUAL				:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE				:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE				:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE				:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE					
71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	72	72	72	72	72	
GRADE	2	3	4	5	6	7	7	2-7	2-7	2-7	2-7	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	

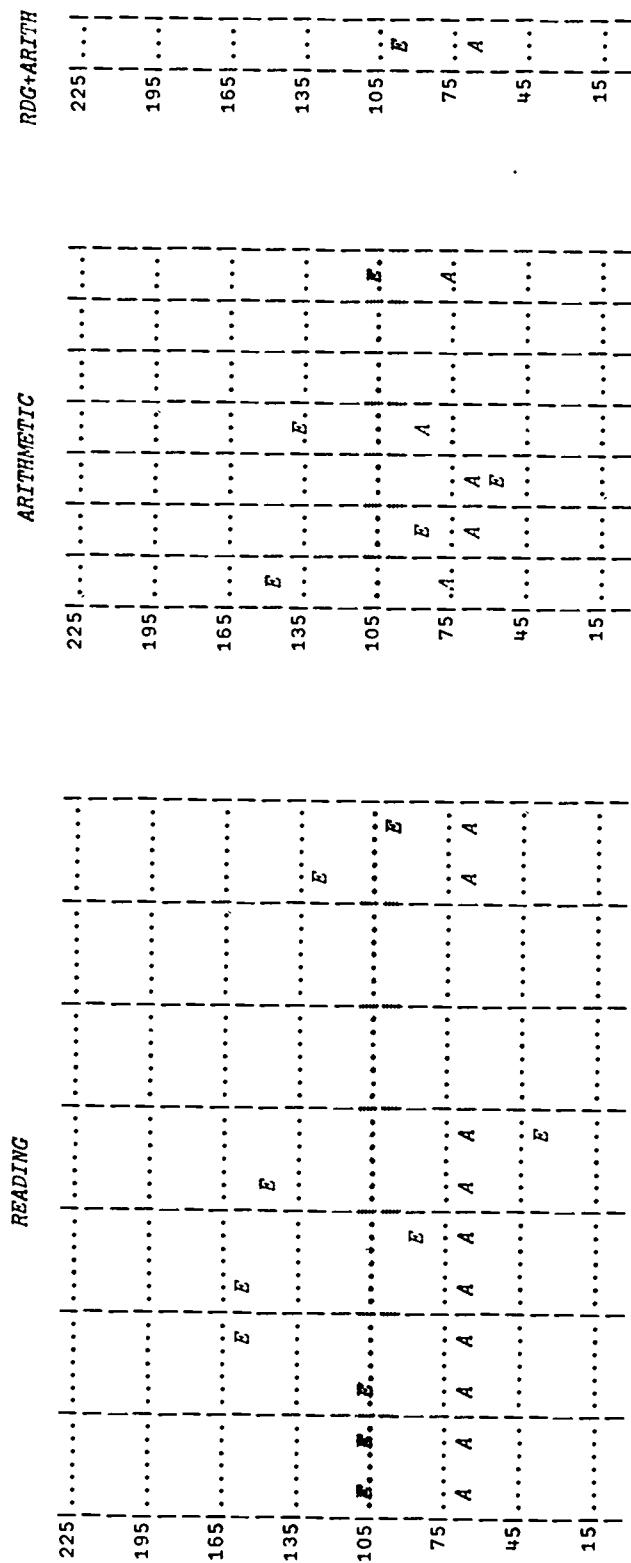
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: **EEND**
GENERAL COMPENSATORY

<u>LOCAL SCHOOL</u>	<u>SCHOOL-WIDE</u>
\$ 0.2	\$ 0.19
\$ 0.10	\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**



**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**
BETHUNE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

INDEX OF ACCEPTABILITY (A)

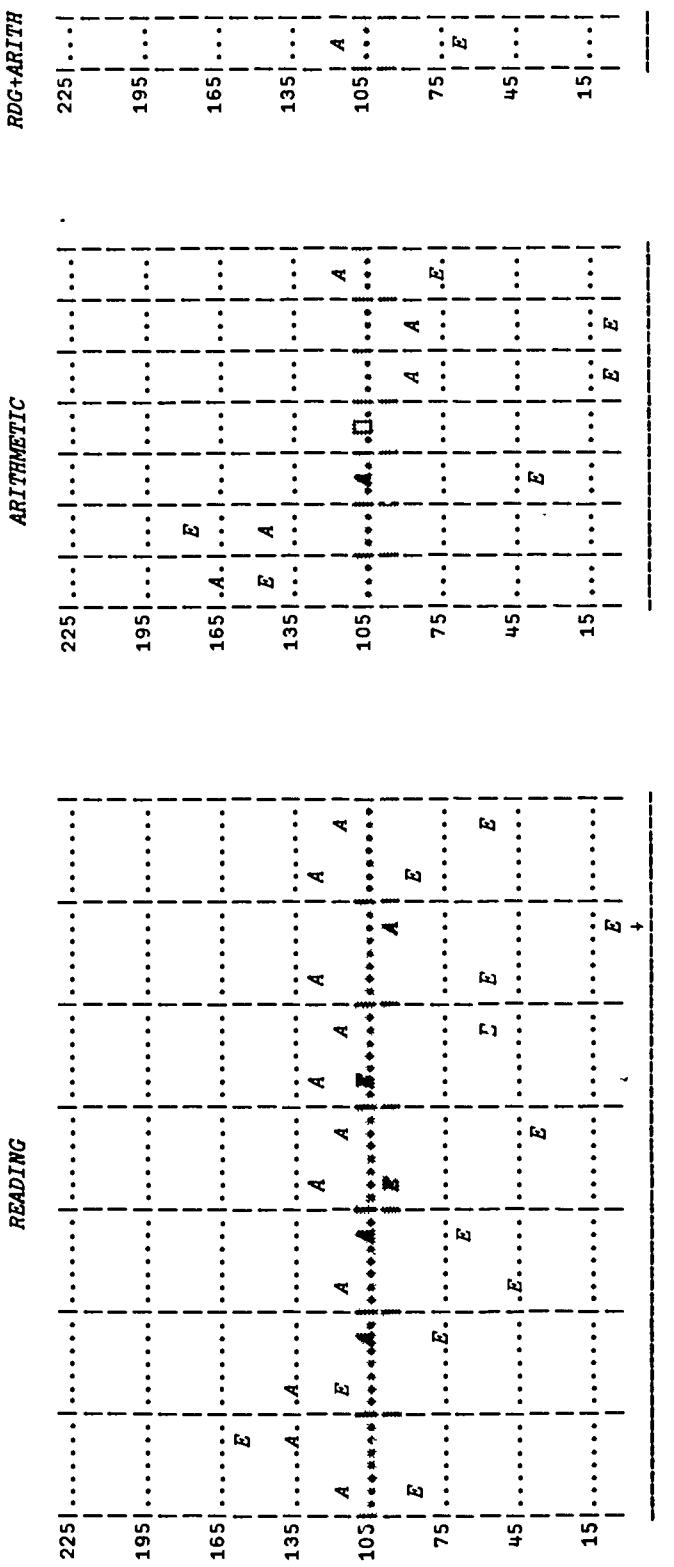
GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITHMETIC		READING		ARITHMETIC		READING		ARITHMETIC	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	RDG +	RDG	RDG +
2	100	100	140	120	67	63	74	69	1.7	2.0	2.2	2.3
3	100	150	80	115	65	65	68	67	2.4	2.5	2.8	2.9
4	150	36	55	71	64	62	66	64	2.9	3.1	3.3	3.7
5	140	33	133	83	65	60	81	71	3.4	4.6	3.9	4.7
6											4.1	5.7
7											4.8	6.7
2-7												7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND \$ 0.26 LOCAL SCHOOL \$ 7.88 COMPENSATORY \$ 0.19 SYSTEM-WIDE \$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

BIRNEY ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE



EFFECTIVENESS **A:ACCEPTABILITY** **D:E AND A ARE EQUAL**

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING		RDG + ARITH	READING		RDG + ARITH	ACTUAL		SYSTEM-WIDE ACCEPTABLE
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	RDG
2	83	150	143	147	119	130	167	149	3.5
3	117	75	170	123	130	105	149	127	3.9
4	44	67	33	50	111	106	102	104	5.0
5	91	30	100	65	126	114	107	111	6.5
6	108	58	0	29	128	118	85	102	7.9
7	50	-43	0	-22	125	99	84	92	7.6
2-7	82	56	74	65	123	112	116	114	6.5

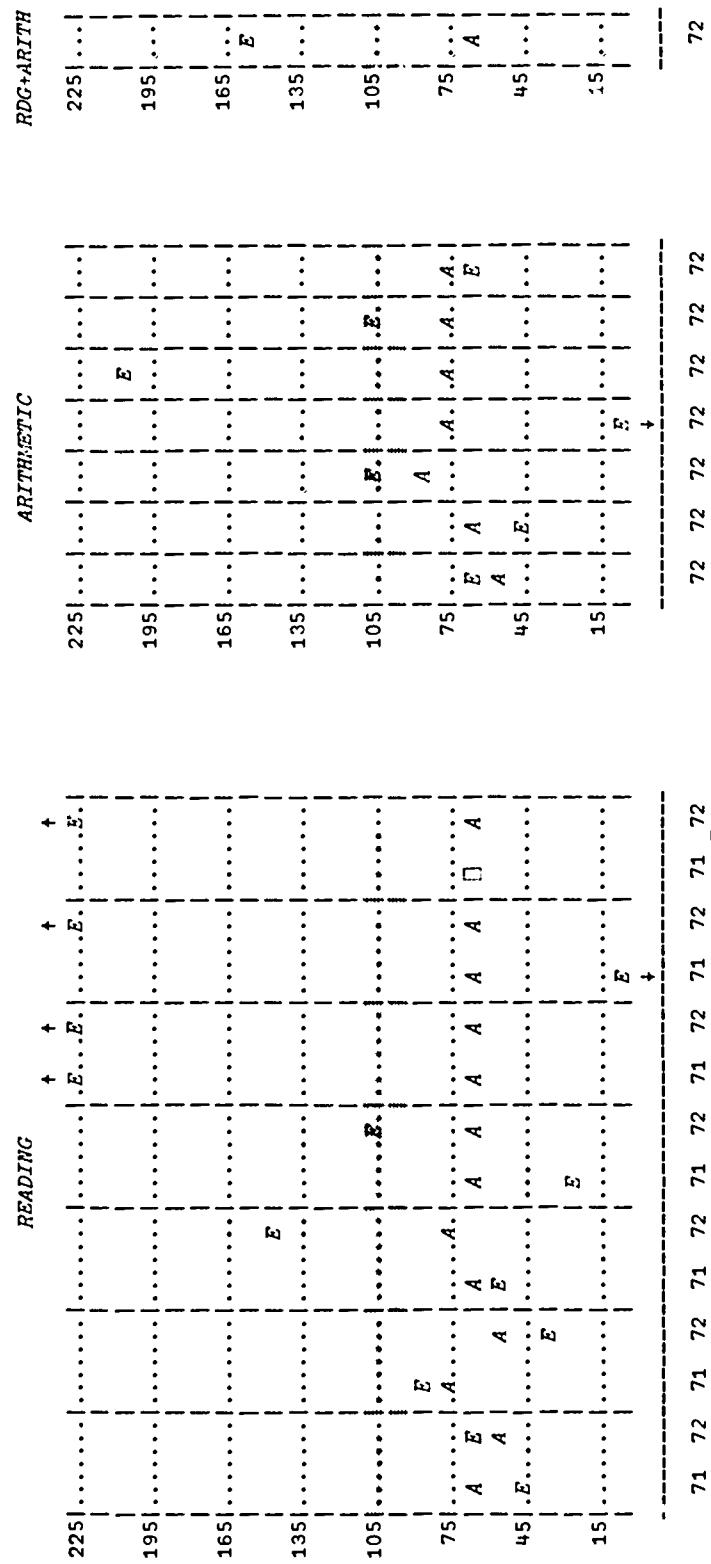
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

	FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	\$ 0.25	\$ 0.19	
COMPENSATORY	\$ 0.21	\$ 0.90	

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BLAIR VILLAGE ELEMENTARY SCHOOL

GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE LEVEL (APRIL 1972)
2-7

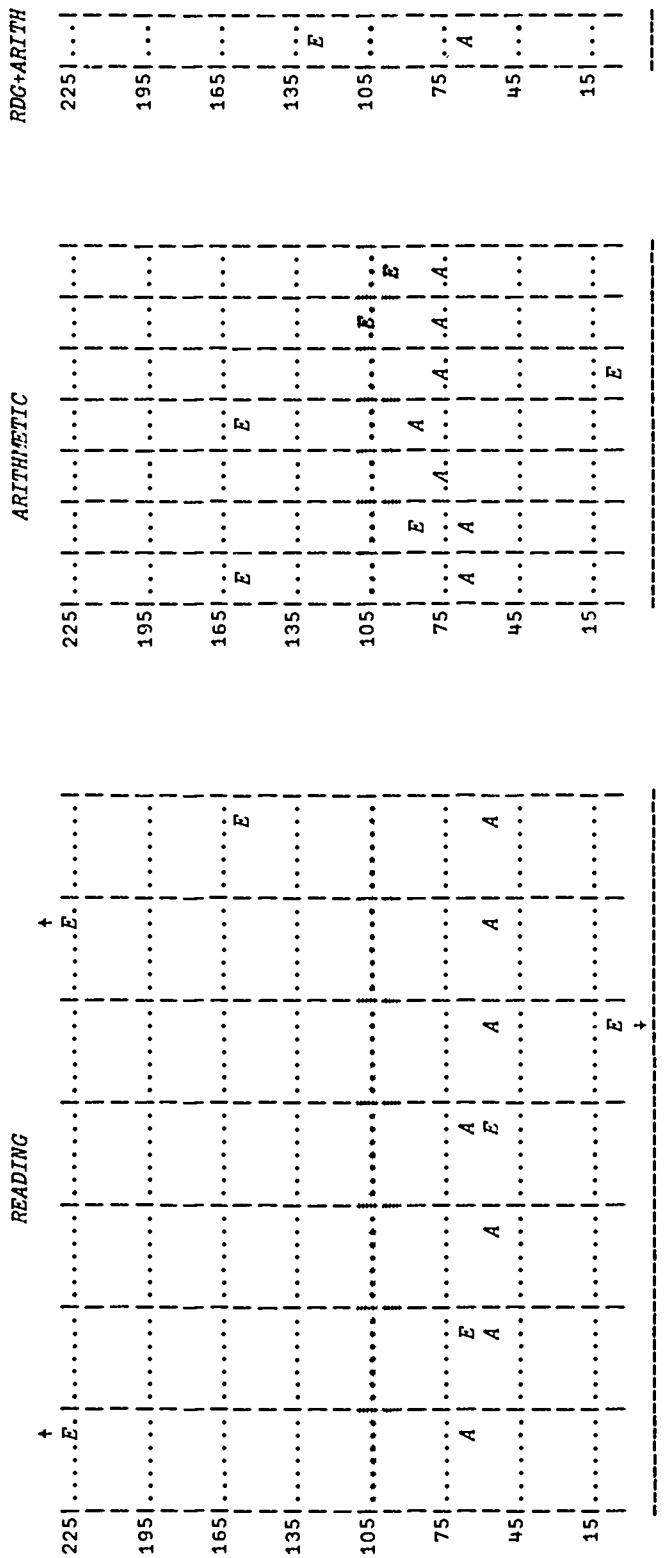
GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	RDG + FY72	ARITH FY72	RDG FY72	SYSTEM-WIDE RDG ARITH (NAT'L NORM)
2	40	67	60	64	67	2.3
3	80	33	40	37	57	3.7
4	50	143	100	122	66	4.7
5	25	100	-100	0	63	5.7
6	400	900	200	550	64	6.7
7	-200	233	100	167	65	7.7
2-7	66	246	67	157	66	6.0

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:		GENERAL FUND		LOCAL SCHOOL		SYSTEM-WIDE	
	GENERAL COMPENSATORY	\$ 0.12	GENERAL COMPENSATORY	\$ 0.02	GENERAL COMPENSATORY	\$ 0.19	GENERAL COMPENSATORY	\$ 0.90
2	225	...	195	...	165	...	135	...
3	105	...	75	...	45	...	15	...
4	75	...	45	...	15	...	15	...
5	75	...	45	...	15	...	15	...
6	72	...	72	...	72	...	72	...
7	72	...	72	...	72	...	72	...

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BLALOCK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

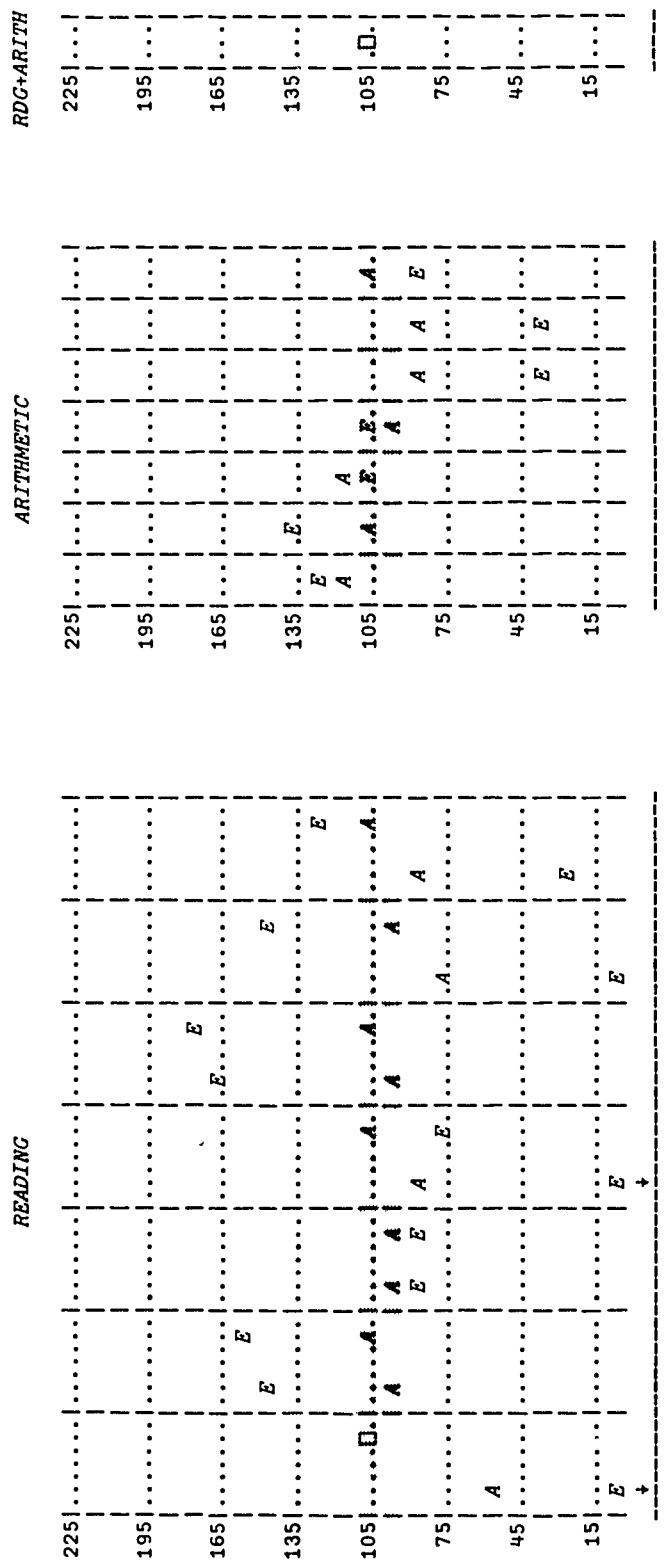
GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)						
	READING			RDG + ARITH		READING		RDG + ARITH	ACTUAL	SYSTEM-WIDE	ACCEPTABLE										
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH	(NAT'L NORM)						
2	400	150	275		67	67	67	67	1.8	1.8	2.2	2.3	2.7								
3	60	80	70		57	62	60	64	2.1	2.3	2.8	2.9	3.7								
4					55	72	64	64	3.4	3.4	3.3	4.0	4.7								
5	50	150	100		63	84	74	74	3.6	4.8	3.9	4.9	5.7								
6	-50	0	-25		54	73	64	64	3.6	4.9	4.4	5.3	6.7								
7	300	100	200		56	71	64	59	4.3	5.5	4.8	6.0	7.7								
2-7	152	96	124		59	72	66														

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:			GENERAL FUND		LOCAL SCHOOL		SYSTEM-WIDE	
			GENERAL	FUND	GENERAL	FUND	GENERAL	FUND
			\$ 0.21	\$ 0.19	\$ 1.02	\$ 0.90		

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS: 1971-72

BOLTON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

READING



EFFECTIVENESS GRADE 2 3 4 5 6 7 2

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

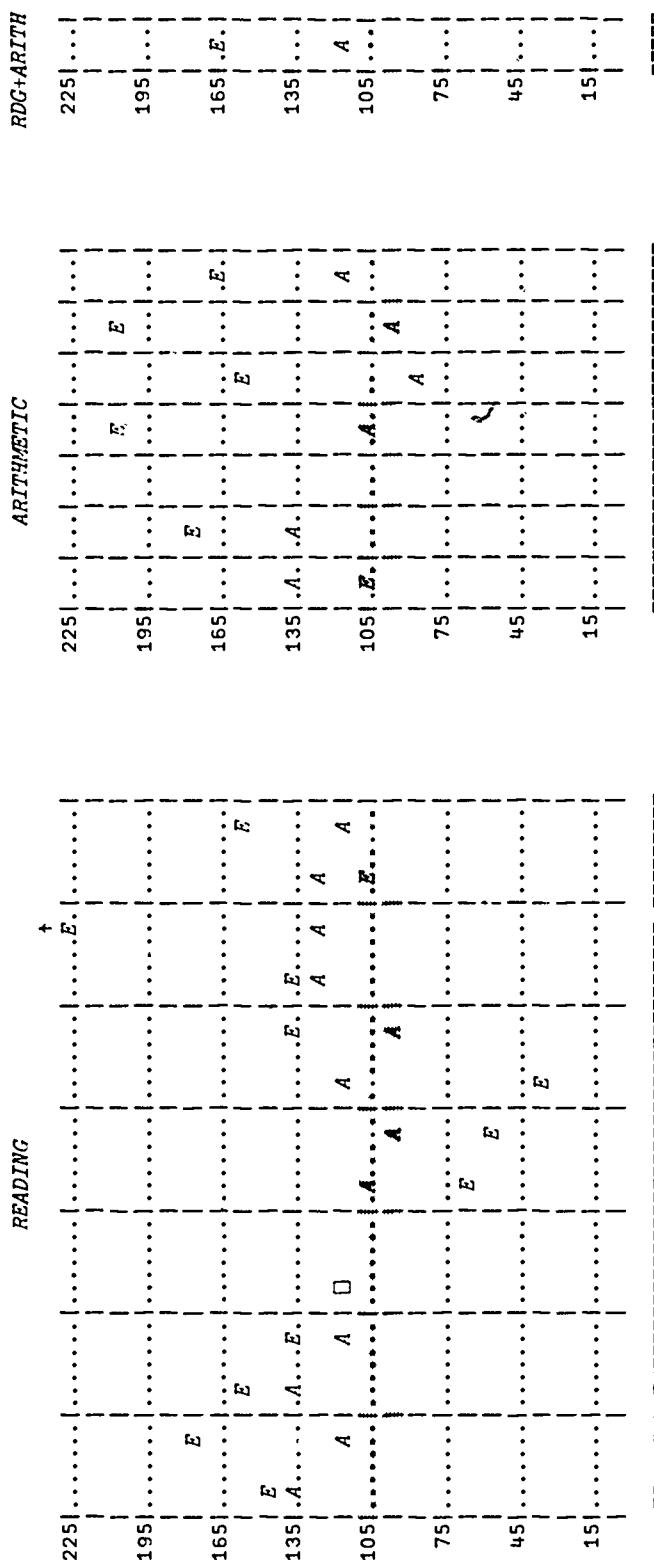
INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BRANDON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY 1:E AND A ARE EQUAL

GRADE LEVEL (APRIL 1972)

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)						
	READING	FY71	FY72	ARITHM	FY71	FY72	READING	FY71	FY72	ARITHM	FY71	FY72	RDG + ARITH	FY71	FY72
2	140	171	108	140	133	115	130	123	126	3.1	3.5	2.2	2.3	2.7
3	150	138	178	158	132	119	132	115	126	4.4	4.9	2.8	2.9	3.7
4	111	111	111	111	115	115	109	98	100	5.6	5.7	3.9	4.0	4.7
5	60	50	200	125	113	90	88	89	99	6.0	5.9	4.4	4.9	5.7
6	33	133	150	142	127	127	127	127	113	9.8	7.6	4.8	5.3	6.7
7	133	267	200	234	167	160	122	110	110	110	110	110	110	110
2-7	105	152	167	160										

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:							GRADE LEVEL (APRIL 1972)									
	GENERAL FUND			LOCAL SCHOOL			SYSTEM-WIDE			GENERAL FUND			LOCAL SCHOOL			SYSTEM-WIDE	
	FUNDS	GENERAL	COMPENSATORY	\$ 0.08	GENERAL	COMPENSATORY	\$ 0.24	\$ 0.19	GENERAL	COMPENSATORY	\$ 0.08	GENERAL	COMPENSATORY	\$ 0.24	\$ 0.90		
2	140	171	108	140	133	115	130	123	3.1	3.5	2.2	2.3	2.7				
3	150	138	178	158	132	119	132	115	4.4	4.9	2.8	2.9	3.7				
4	111	111	111	111	115	115	109	98	5.6	5.7	3.9	4.0	4.7				
5	60	50	200	125	113	90	88	89	6.0	5.9	4.4	4.9	5.7				
6	33	133	150	142	127	127	127	113	9.8	7.6	4.8	5.3	6.7				
7	133	267	200	234	167	160	122	110	110	110	110	110	110				
2-7	105	152	167	160													

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BREWER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

		READING						ARITHMETIC						RDG+ARITH	
		105	135	165	195	225	105	135	165	195	225	105	135	165	195
A	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

GRADE 2 71 72 71 72 71 72 71 72 71 72 71 72 72 72 72 72
GRADE 3 3 4 5 6 7 7 2-7 2 3 4 5 6 7 2-7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

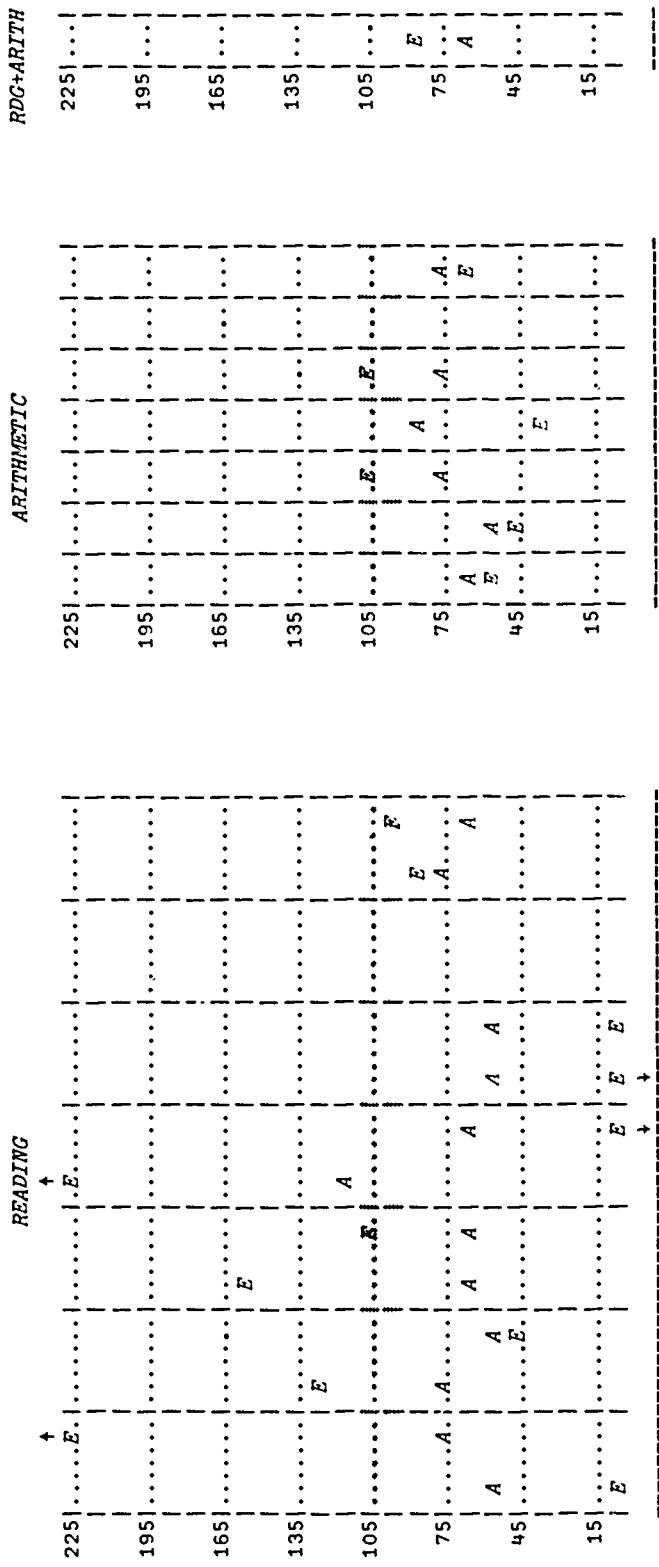
GAIN RATE OF EFFECTIVENESS (E)

GRADE	READING		ARITH		RDG +		READING	ARITH		RDG +		READING	ARITH		RDG +	
	FY71	FY72	FY71	FY72	FY71	FY72		FY71	FY72	FY71	FY72		FY71	FY72	FY71	FY72
2	67	71	56	64	78	85	96	91	91	2.3	2.6	2.2	2.3	2.7	2.3	2.7
3	133	86	100	93	78	76	81	79	79	2.8	3.0	2.8	2.9	3.7	3.0	3.7
4	100	85	100	93	81	81	94	88	88	3.8	4.4	3.3	4.0	4.7	4.4	4.7
5	-29	150	125	138	77	75	88	82	82	4.3	5.0	3.9	4.9	5.7	5.0	5.7
6	33	150	100	125	75	78	85	82	82	5.2	5.7	4.4	5.3	6.7	5.3	6.7
7	83	33	50	9	74	65	75	70	70	5.0	5.8	4.8	6.0	7.7	5.8	7.7
2-7	65	85	89	87	77	77	87	82	82	\$ 0.20	\$ 0.03	\$ 0.19	\$ 0.90	\$ 0.03	\$ 0.19	\$ 0.90

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.03 \$ 0.20 \$ 0.03 \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BRYANT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE	2	3	4	5	6	7	2-7
71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7
72	72	72	72	72	72	72	72

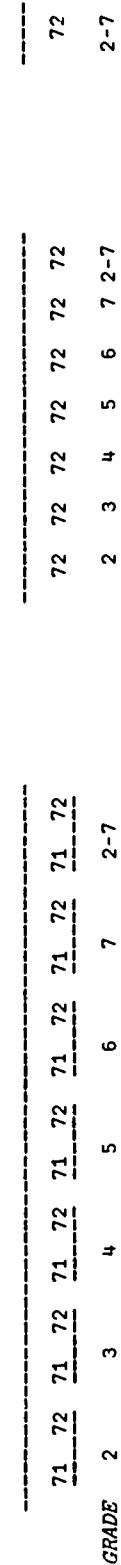
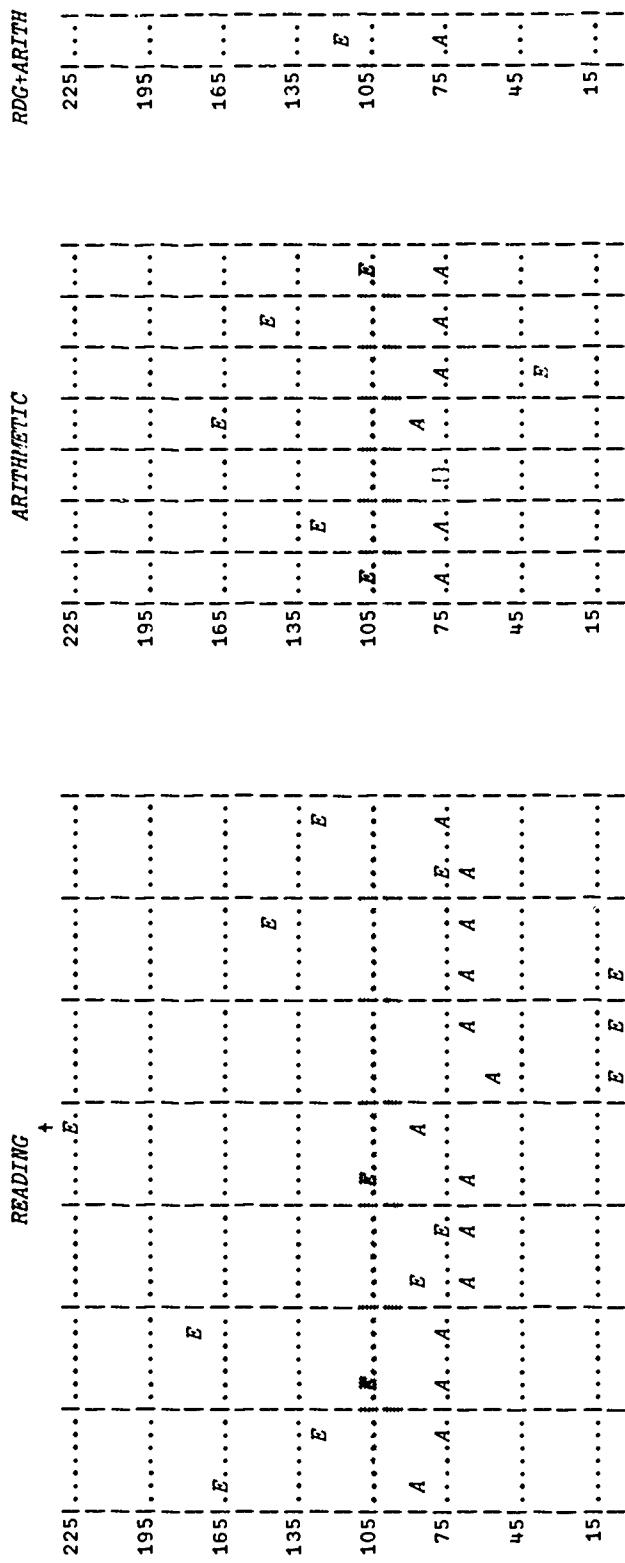
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG ARITH
2	0	400	50	225	56	78
3	120	40	40	40	78	54
4	150	100	100	64	66	74
5	371	-50	33	114	60	88
6	-200	0	100	51	54	78
7	88	98	65	82	73	62
2-7					72	67
					FUNDS GENERAL COMPENSATORY	LOCAL SCHOOL \$ 2.53
						SYSTEM-WIDE \$ 0.35
						SYSTEM-WIDE \$ 0.19
						SYSTEM-WIDE \$ 0.90

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL
COMPENSATORY

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

BURGESS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

GRADE	READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL		SYSTEM-WIDE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	71	72	71	72	71	72	71	72	71	72	72	72
3	71	72	71	72	71	72	71	72	71	72	72	72
4	71	72	71	72	71	72	71	72	71	72	72	72
5	71	72	71	72	71	72	71	72	71	72	72	72
6	71	72	71	72	71	72	71	72	71	72	72	72
7	71	72	71	72	71	72	71	72	71	72	72	72
2-7	71	72	71	72	71	72	71	72	71	72	72	72

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL

COMPENSATORY

LOCAL SCHOOL

SYSTEM-WIDE

\$ 0.12

\$ 0.06

\$ 0.19

\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

BUTLER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

		READING							ARITHMETIC							RDG+ARITH												
		GRADE		READING		ARITHM.		READING		ARITHM.		READING		ARITHM.		READING		ARITHM.		GENERAL		LOCAL SCHOOL		SYSTEM-WIDE				
		GRADE		FY71		FY72		FY71		FY72		FY71		FY72		FY71		FY72		FY71		FY72		\$ 0.36		\$ 1.60		
2	2	0	0	75	129	102	56	67	81	74	1.8	2.2	2.2	2.3	2.7	2.7	2.1	2.3	2.8	2.9	3.7	3.7	2.1	2.3	2.8	2.9	3.7	3.7
3	3	0	0	50	33	42	49	57	62	60	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7
4	4	60	113	82	98	62	57	68	63	67	3.4	4.2	3.9	4.9	5.7	5.7	4.4	5.3	6.7	6.7	7.7	7.7	4.8	6.0	6.7	6.7	7.7	7.7
5	5	50	50	0	25	65	60	74	67	67	3.4	4.2	3.9	4.9	5.7	5.7	4.4	5.3	6.7	6.7	7.7	7.7	4.8	6.0	6.7	6.7	7.7	7.7
6	6	7	28	72	61	67	58	60	71	66	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7
7	7	2-7	28	72	61	67	58	60	71	66	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7

EFFECTIVENESS A:ACCEPTABILITY \square :E AND A ARE EQUAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

		INDEX OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)													
		GRADE		READING		RDG + ARITH.		READING		ARITHM.		READING		ARITHM.		READING		ARITHM.		READING		ARITHM.		GENERAL		LOCAL SCHOOL		SYSTEM-WIDE	
		GRADE		FY71		FY72		FY71		FY72		FY71		FY72		FY71		FY72		FY71		FY72		\$ 0.19		\$ 0.90			
2	2	0	0	75	129	102	56	67	81	74	1.8	2.2	2.2	2.3	2.7	2.7	2.1	2.3	2.8	2.9	3.7	3.7	2.1	2.3	2.8	2.9	3.7	3.7	
3	3	0	0	50	33	42	49	57	62	60	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7	
4	4	60	113	82	98	62	57	68	63	67	3.4	4.2	3.9	4.9	5.7	5.7	4.4	5.3	6.7	6.7	7.7	7.7	4.8	6.0	6.7	6.7	7.7	7.7	
5	5	50	50	0	25	65	60	74	67	67	3.4	4.2	3.9	4.9	5.7	5.7	4.4	5.3	6.7	6.7	7.7	7.7	4.8	6.0	6.7	6.7	7.7	7.7	
6	6	7	28	72	61	67	58	60	71	66	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7	
7	7	2-7	28	72	61	67	58	60	71	66	2.1	2.3	2.3	2.4	2.7	2.7	3.2	3.3	4.0	4.0	4.7	4.7	3.2	3.3	4.0	4.0	4.7	4.7	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL \$ 0.36

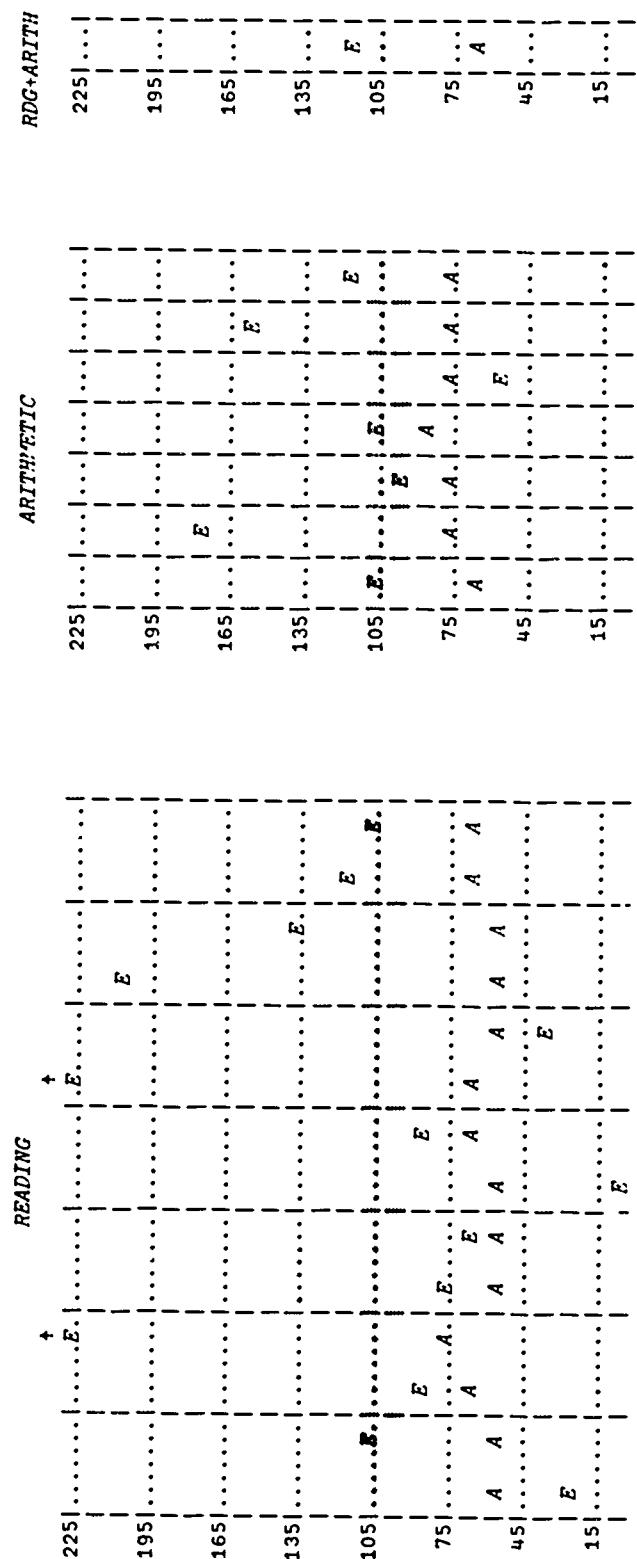
COMPENSATORY \$ 1.60

SYSTEM-WIDE \$ 0.19

\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAMPBELL ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
INDEX OF ACCEPTABILITY (A)

GRADE	READING FY71	ARITH FY72	RDG + ARITH		READING FY71	ARITH FY72	RDG + ARITH												
			RDG	ARITH															
2	25	100	100	100	59	59	63	61	61	1.6	1.7	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7
3	80	233	175	204	68	73	73	73	73	2.7	2.7	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7
4	75	67	90	79	57	57	74	66	66	3.5	3.5	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7
5	0	80	100	90	56	60	81	71	71	4.6	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7
6	300	33	50	42	64	55	73	64	64	3.7	4.9	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7
7	200	133	150	142	56	56	74	65	65	4.3	5.7	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7
2-7	113	108	111	110	60	60	73	67	67										

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY \$ 0.47 LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.47 LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19
GENERAL COMPENSATORY \$ 0.47 LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19

PROFILE OF EFFECTIVENESS AND ACCURACY
OF READING AND WRITING PROCRA'S, 1971-72

CAPITOL AVENUE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

READING

E: EFFECTIVENESS **A: ACCEPTABILITY** **Q:E AND A ARE EQUAL.**

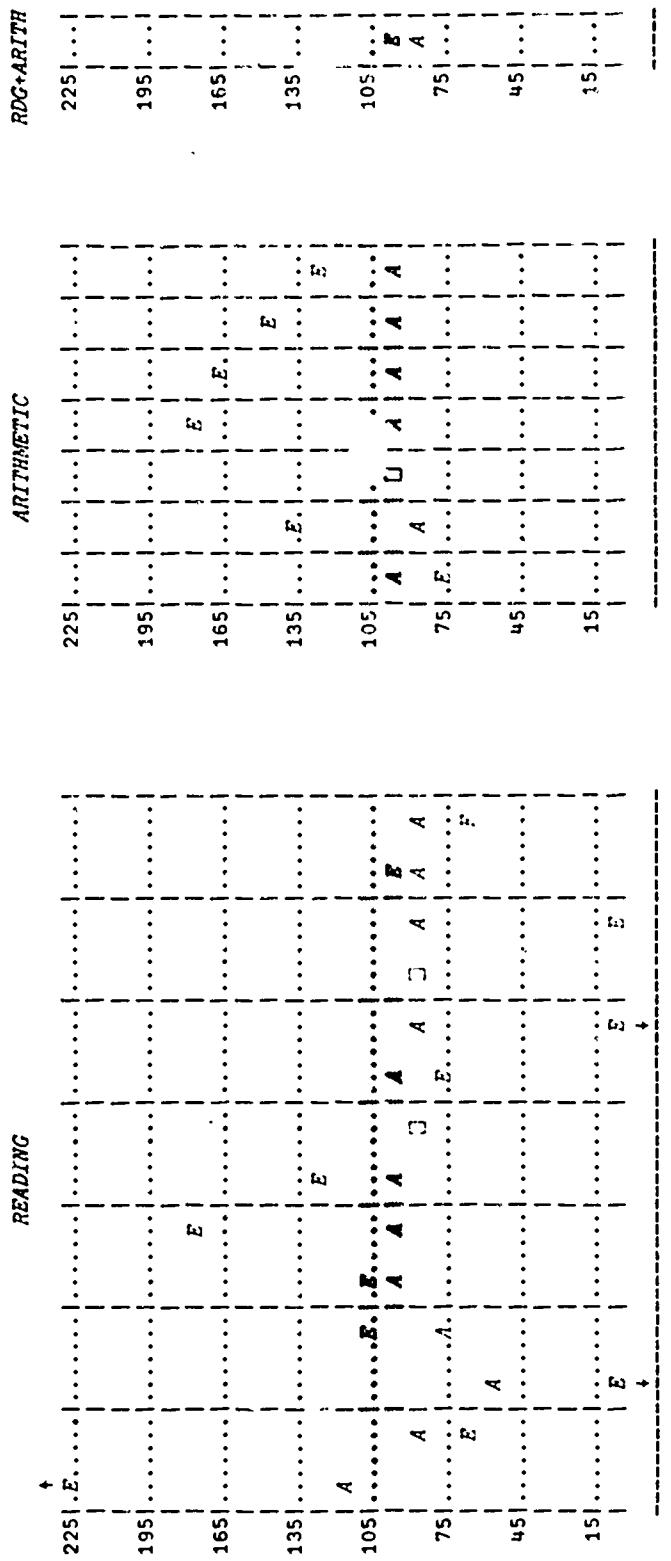
GRADE 2 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7 2-7

CAIN - RATE OF EFFECTIVENESS (iii)

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAPITOL VIEW ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

INDEX OF ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITHM		READING FY71	ARITH FY72	READING FY72	ARITH FY72	RDG		ACTUAL		SYSTEM-WIDE		RDG ARITH		ACCEPTABLE		
	FY71	FY72	FY71	FY72					RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG
2	240	67	75	71	111	85	93	89	2.3	2.5	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7
3	-60	100	133	117	59	78	89	84	2.9	3.3	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7
4	100	175	92	134	91	91	98	95	4.3	4.6	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7
5	129	83	175	129	91	81	91	86	4.6	5.2	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7
6	75	-33	160	64	90	81	93	87	5.4	6.2	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7
7	86	0	140	70	81	81	91	86	6.2	7.0	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7
2-7	95	65	129	97	87	83	93	88											

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUND \$ 0.23
COMPENSATORY FUND \$ 0.03
LOCAL FUND \$ 0.23
SYSTEM-WIDE FUND \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CAREY ELEMENTARY SCHOOL GROUP II: INFFECTIVE BUT NOT UNACCEPTABLE

		READING										ARITHMETIC									
		E					A					E					A				
		71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	75	195	165	135	105	75	45	15	71	72	71	72	71	72	71	72	71	72	71	72
		E	E	E	E	E	A	A	E	E	E	E	E	E	E	E	E	E	E	E	E
		225	195	165	135	105	75	45	15	71	72	71	72	71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY (1:E AND A ARE EQUAL)

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE	READING		RDG + ARITH																	
	FY71	FY72	FY71	FY72																
2	120	150	167	159	78	78	85	82	2.1	2.3	2.2	2.3	2.1	2.3	2.2	2.3	2.1	2.3	2.2	2.3
3	150	100	100	100	76	68	68	68	2.5	2.5	2.5	2.5	3.5	4.0	3.5	3.3	3.5	4.0	3.3	3.7
4	180	160	136	148	74	74	85	80	3.7	3.7	3.7	3.7	5.1	5.1	5.1	5.1	4.9	4.9	4.7	4.7
5	60	60	167	111	65	65	89	77	4.3	4.3	4.3	4.3	4.4	4.4	4.4	4.4	5.3	5.3	5.7	5.7
6	200	100	150	125	61	61	76	70	4.3	4.3	4.3	4.3	4.8	4.8	4.8	4.8	6.0	6.0	6.7	6.7
7	0	50	75	63	62	56	75	66	4.3	4.3	4.3	4.3	5.8	5.8	5.8	5.8	6.0	6.0	7.7	7.7
2-7	118	103	133	118	69	68	80	74												

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND
COMPTENSATORY LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19

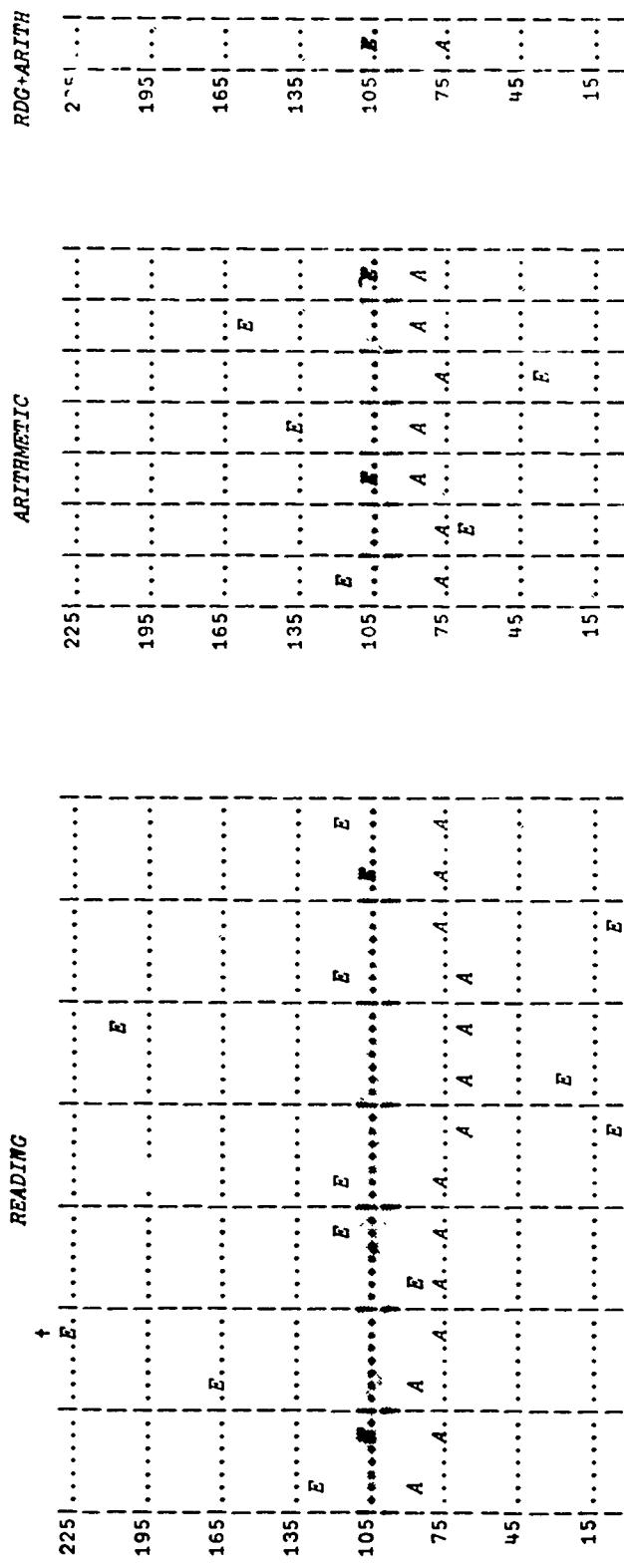
EXpenditure LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.90

GRADE LEVEL (APRIL 1972)

GRADE	READING		RDG + ARITH																	
	FY71	FY72	FY71	FY72																
2	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS 1971-72

CARTER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

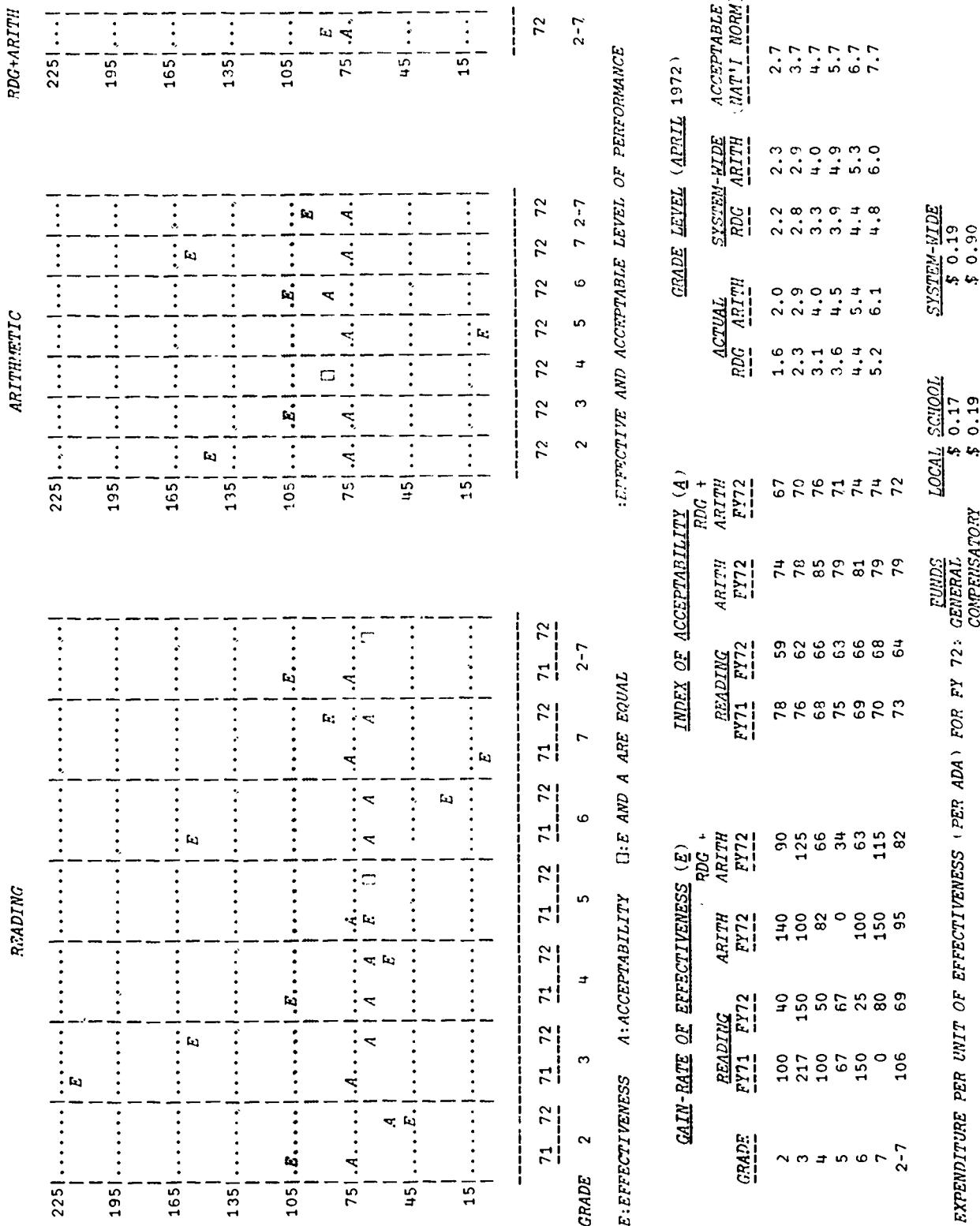
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
GRADE	READING	RDG + ARITH	FY72	READING	RDG + ARITH	FY72	READING	RDG + ARITH	RDG	ARITH	SYSTEM-WIDE
2	125	100	117	109	81	70	78	74	1.9	2.1	2.2
3	167	260	67	164	86	73	73	73	2.7	2.7	2.3
4	83	114	100	107	72	77	85	81	3.6	4.0	2.9
5	117	0	133	67	75	63	84	74	3.6	4.8	3.3
6	25	200	33	117	66	33	79	72	4.3	5.3	4.0
7	117	0	150	75	65	74	82	78	5.7	6.3	5.7
2-7	106	112	100	106	74	70	80	75	6.0	6.8	6.0

GRADE	READING	RDG + ARITH	FY72	ACTUAL	SYSTEM-WIDE
2	71	72	71	72	72
3	71	72	71	72	72
4	5	6	7	2-7	2-7
5	6	7			
6					
7					
2-7					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND			LOCAL SCHOOL	SYSTEM-WIDE
\$ 0.20	\$ 3.68	\$ 0.19	\$ 0.90	

CHATTAUQUA ELEMENTARY SCHOOL GROUP II: NEITHER EFFECTIVE NOR ACCEPTABLE PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72



**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROCPA'S, 1971-72**

CLEVELANT ELEMENTARY SCHOOL, GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

READING

	READING						ARITHMETIC						RDG+ARITH						READING					
	225	195	165	135	105	75	45	15	225	195	165	135	105	75	45	15	225	195	165	135	105	75		
A	E	E	A	A	A	A	A	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
75	105	135	165	195	225	225	225	105	135	165	195	225	105	75	45	15	105	135	165	195	225	75	45	15
45	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

	READING						ARITHMETIC						RDG+ARITH						READING						GRADE LEVEL (APRIL 1972)					
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72		
GRADE	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7			
EFFECTIVENESS	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			
	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71			

E: EFFECTIVENESS A: ACCEPTABILITY J: D AND A ARE EQUAL

GAIN-RATE OF EFFECTIVENESS (E)

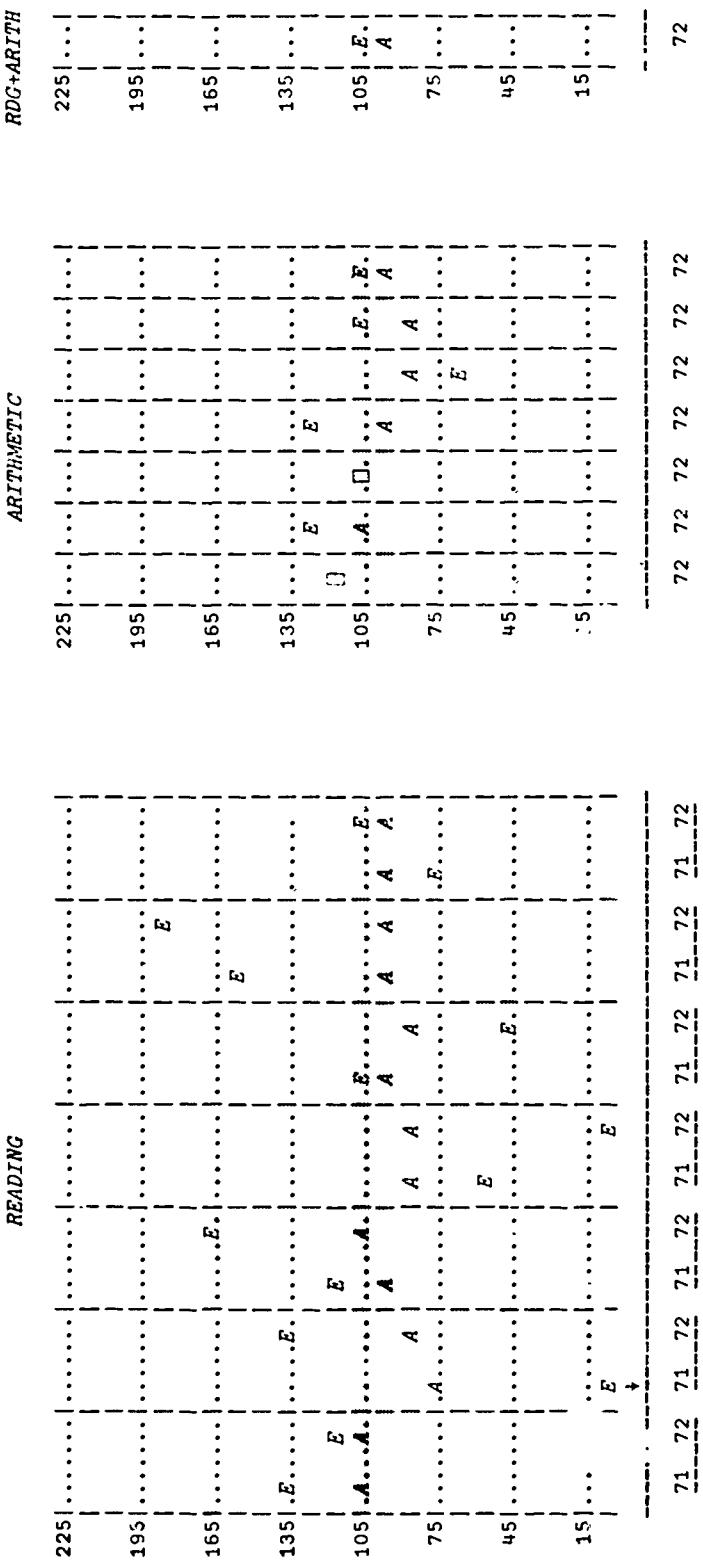
GRADE	READING		ARITH		RDG + ARITH		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	40	83	86	85	81	67	74	71	1.8	2.0
3	67	83	167	125	68	70	84	77	2.6	3.1
4	117	67	108	88	70	66	85	76	3.1	4.0
5	140	40	133	87	75	68	86	77	3.9	4.9
6	50	50	175	113	64	69	85	77	4.6	5.7
7	40	140	100	120	62	62	78	70	4.8	5.3
2-7	76	77	103	128	70	67	82	75	6.0	6.7

FUND LOCAL SCHOOL SYSTEM-WIDE

	GENERAL COMPENSATORY		\$ 0.16	\$ 0.90	\$ 0.19
	\$ 0.50	\$ 0.50			
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR GRADE 72:					

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CLEVELAND ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

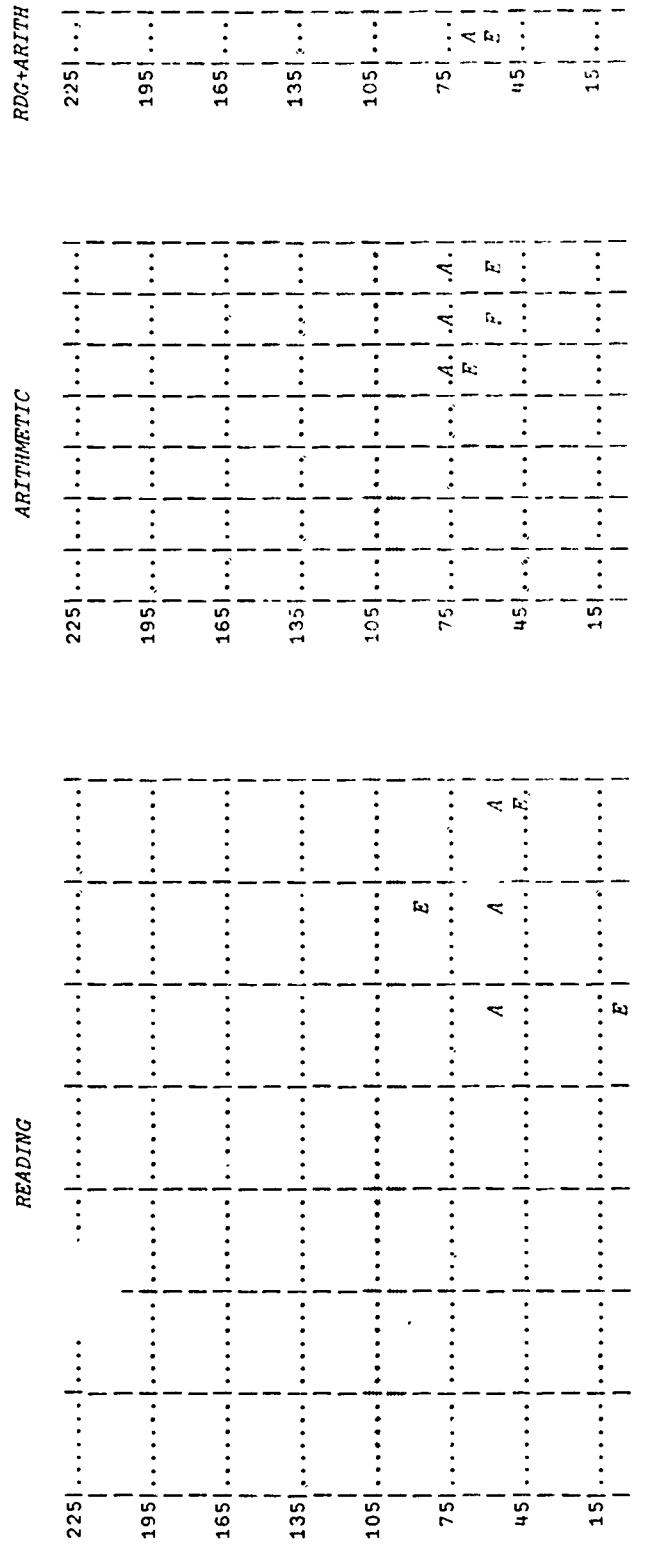
INDEX OF ACCEPTABILITY (A)

GRADE	READING		ARITH		READING		ARITH		READING		ARITH		READING		ARITH		READING		ARITH		
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	
2	-133	113	113	113	100	100	111	106	2.7	3.0	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
3	-125	133	129	131	76	86	103	95	3.2	3.8	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
4	112	160	108	134	98	102	109	106	4.8	5.1	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
5	57	0	120	60	88	81	95	88	4.6	5.4	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
6	100	40	60	50	93	81	87	84	5.4	5.8	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7
7	157	186	100	143	99	91	86	89	7.0	6.6	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7
2-7	72	105	105	92	90	99	95	95	\$ 0.18	\$ 0.01	\$ 0.19	\$ 0.90									

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.01 \$ 0.01 \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COAN MIDDLE SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL.

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)						
	READING			ARITH			READING			ARITH			READING			ARITH			SYSTEM-WIDE		
	RDG	RDG +	RDG +	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	RDG	RDG	RDG	RDG	RDG	RDG	RDG	RDG	RDG
2	55	75	65	53	71	62	55	75	65	53	71	62	55	75	65	53	71	62	2.2	2.3	2.7
3	50	65	55	54	73	64	50	65	55	53	71	62	50	65	55	53	71	62	2.8	2.9	3.7
4	67	84	74	65	80	70	67	84	74	65	80	70	67	84	74	65	80	70	3.3	4.0	4.7
5	0	67	34	50	80	70	67	34	50	53	71	62	55	75	65	53	71	62	3.9	4.4	5.7
6	67	84	74	65	80	70	67	84	74	65	80	70	67	84	74	65	80	70	5.3	6.7	7.7
7	40	59	50	40	59	50	40	59	50	40	59	50	40	59	50	40	59	50	2.89	0.19	0.90
2-7																					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL
COMPENSATORY LOCAL SCHOOL SYSTEM-WIDE

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

COLLIER HEIGHTS ELEMENTARY SCHOOL

READING

225	...	225	...	225	...	225	...
195	...	195	...	195	...	195	...
165	...	165	...	165	...	165	...
135	...	135	...	135	...	135	...
105	E	E	E	E	E	E	E
A	A	A	B	A	A	A	A
75	A	A	A	A	A	E	E
45	E	E	E	E	E	E	E
15	...	...	...	...	...	...	...

271 272

EFFECTIVENESS

72 72 72 72 72 72 72

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

INDEX OF ACCEPTABILITY (A)

GRADE	READING		RDG +		READING		RDG +	
	FY71	FY72	ARITH	FY71	ARITH	FY72	ARITH	FY72
2	117	129	88	109	89	104	100	102
3	100	40	117	79	86	73	89	81
4	162	82	75	79	89	81	87	84
5	117	240	100	170	84	81	88	85
6	67	80	125	103	81	81	88	85
7	100	0	83	42	74	73	84	79
2-7	111	95	98	97	84	82	89	86

GRADE LEVEL (APRIL 1972)

ACCEPTABLE
NAT'L NORM

2.8	2.7	2.2	2.3	2.7
2.7	3.3	2.8	2.9	3.7
3.8	4.1	3.3	4.0	4.7
4.3	5.0	3.9	4.9	5.7
5.4	5.9	4.4	5.3	6.7
5.6	6.5	4.8	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL	COMPTON COUNTY	LOCAL SCHOOL	SYS. EXPENSE
\$ 0.14	\$ 0.00	\$ 0.19	\$ 0.00

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COMMUNITY ELEMENTARY SCHOOL

READING		ARITHMETIC		RDG+ARITH	
225	...	225	...	225	...
195	E	195	...	195	...
165	...	165	...	165	...
135	E	135	E.	135	...
105	E.E.	105	E.	105	E.
75	A.A.	75	A.A.	75	A.
45	A	45	A	45	...
15	...	15	E	15	...

E: EFFECTIVENESS A: ACCEPTABILITY E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG +		RDG +		RDG +	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG ARITH
2	80	125	200	163	70	70
3	100	100	100	100	68	65
4	180	133	117	125	77	74
5	100	60	133	97	63	65
6	50	0	67	34	55	55
7	0	50	100	75	62	56
2-7	95	78	120	99	66	79
					72	72

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

FUNDS	GENERAL	LOCAL	SCHOOL	SYSTEM-WIDE
COMPENSATORY	\$ 0.15	\$ 0.25	\$ 0.25	\$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CONTINENTAL COLONY ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE

		READING							ARITHMETIC							RDG+ARITH							
		E			A			E			A			E			A			RDG+ARITH			
		71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7																
E: EFFECTIVENESS	A: ACCEPTABILITY	E: E	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	E: A	A: A	RDG+ARITH	
2	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	225
3	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	195
4	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	165
5	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	135
6	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	105
7	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	75
2-7	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	15

		READING							ARITHMETIC							RDG+ARITH								
		E			A			E			A			E			A			RDG+ARITH				
		71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	GRADE LEVEL (APRIL 1972)
GRADE	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	
2	71	72	100	70	85	122	104	96	100	96	97	95	97	95	96	100	2-8	2-6	2-2	2-3	2-7	2-7	2-7	
3	71	72	100	78	78	97	97	95	95	96	97	95	96	95	95	96	3-5	3-6	2-8	2-9	3-7	3-7	3-7	
4	71	72	100	108	93	102	89	100	95	95	95	95	95	95	95	95	4-2	4-7	3-3	4-0	4-	4-	4-	
5	71	72	100	175	104	105	81	96	89	89	89	89	89	89	89	89	4-6	5-5	3-9	4-9	5-7	5-7	5-7	
6	71	72	100	62	62	107	97	90	94	94	94	94	94	94	94	94	6-5	6-0	4-4	5-3	6-7	6-7	6-7	
7	71	72	100	50	44	106	88	88	97	97	97	97	97	97	97	97	8-2	6-8	4-8	6-0	7-7	7-7	7-7	
2-7	71	72	100	65	90	78	107	95	95	95	95	95	95	95	95	95	2-7	2-7	2-7	2-7	2-7	2-7	2-7	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE

\$ 0.16 \$ 0.20 \$ 0.19
\$ 0.90

EFFECTIVENESS AND ACCEPTABILITY INDEXES FOR GRADE LEVELS 2-7

GRADE RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A)

E: EFFECTIVENESS

A: ACCEPTABILITY

GRADE LEVEL (APRIL 1972)

GRADE RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A)

E: EFFECTIVENESS

A: ACCEPTABILITY

GRADE LEVEL (APRIL 1972)

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COOK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

	READING		ARITHMETIC		
	E	A	E	A	RDG+ARITH
225					225
195	E				195
165	E	E	E		165
135	E				135
105	E		E		105
75	A	A	E		75
45	A	A	A	A	45
15			E		15
72	72	72	71	72	72
GRADE 2	2	4	5	6	7

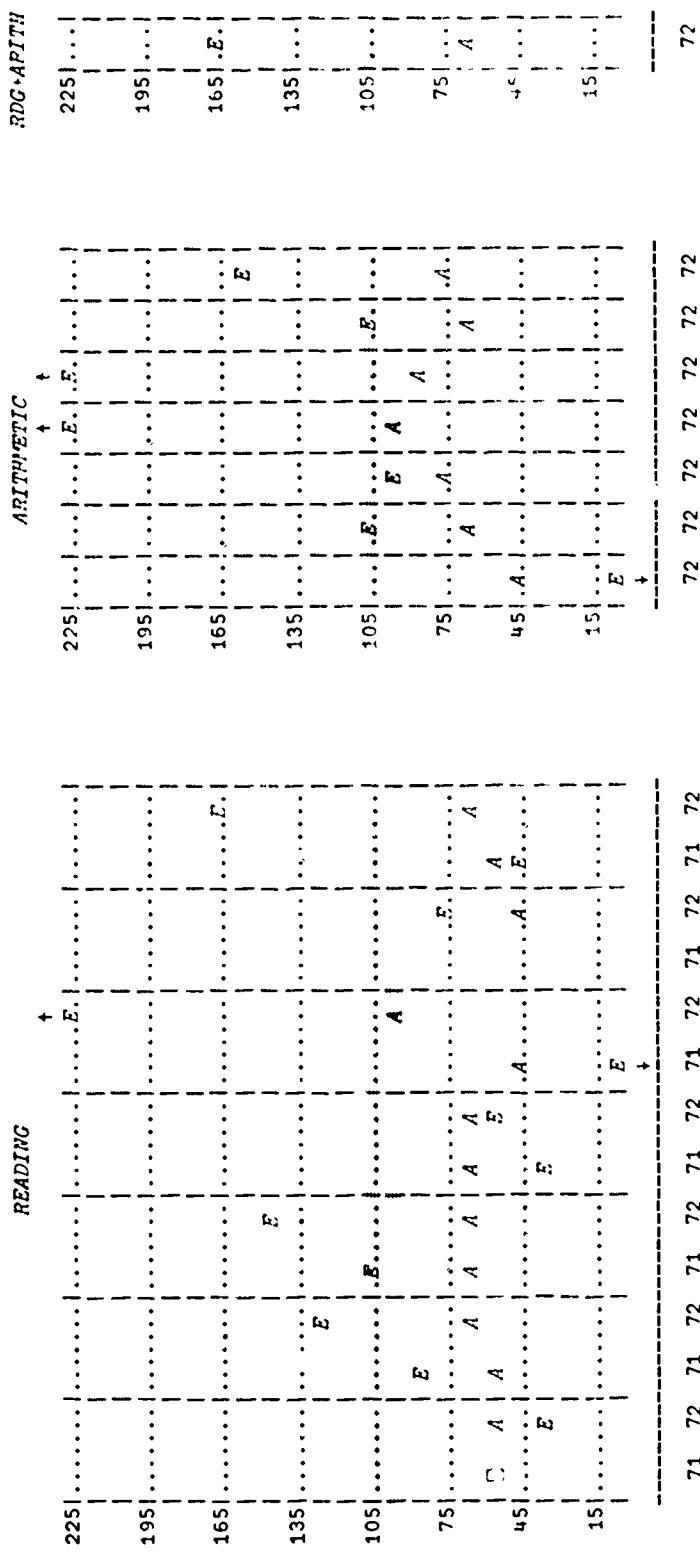
E: EFFECTIVENESS A: ACCEPTABILITY \square : E AND A ARE EQUAL
GRADE LEVEL (APRIL 1972)

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	RDG + ARITH		RDG + ARITH		SYSTEM-WIDE RDG ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72
2	100	200	120	160	63	70
3	140	167	100	134	73	65
4	167	75	120	98	64	62
5	80	150	0	75	63	63
6	500	0	100	50	61	54
7	167	100	167	134	51	56
2-7	192	115	101	108	63	62
					76	69
					LOCAL SCHOOL	SYSTEM-WIDE
					\$ 0.15	\$ 0.19
					COMPENSATORY \$ 2.68	\$ 0.90

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND
\$ 2.68 SYSTEM-WIDE
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

COOPER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



EFFECTIVENESS A: ACCEPTABILITY \square : E AND A ARE EQUAL

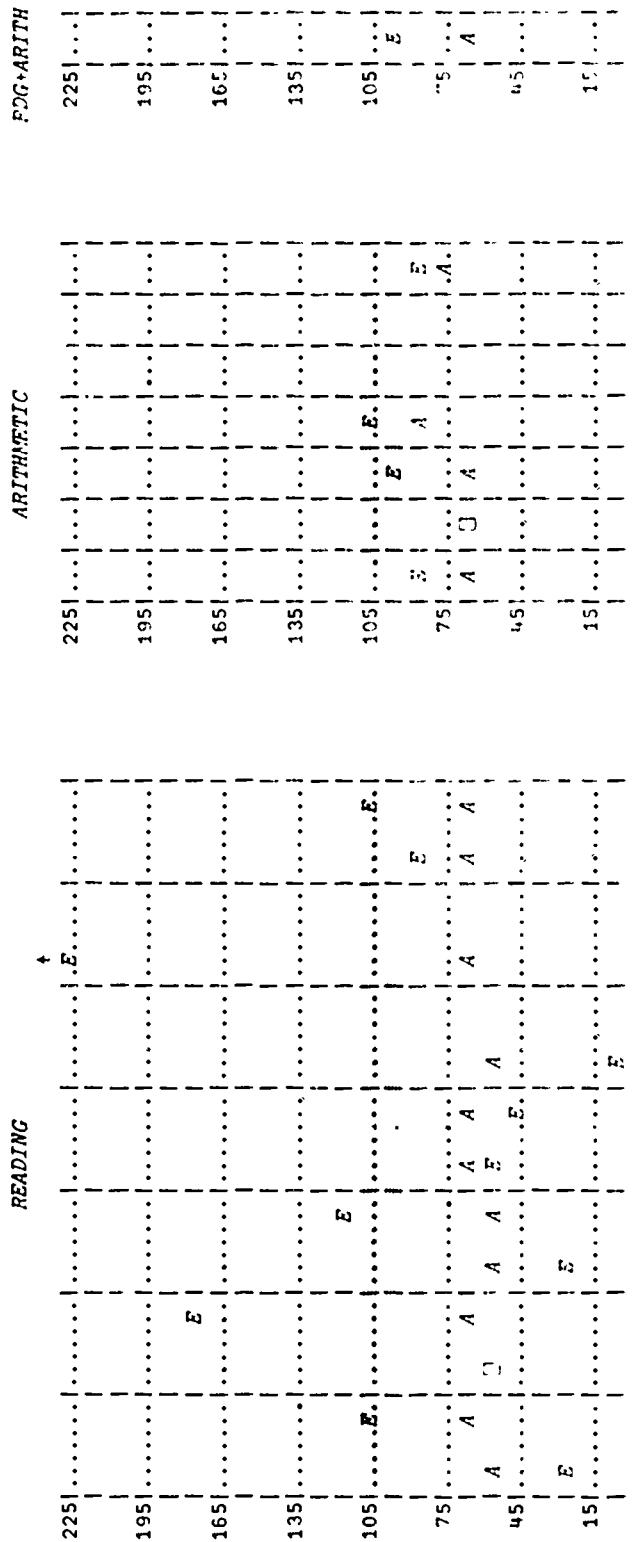
EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		RDG.		RDG.		RDG.		SYSTEM-WIDE		SYSTEM-WIDE	
	FY71	FY72	FY72	FY72	FY71	FY72	ARITH	FY72	RDG	ARITH	RDG	ARITH
2	50	33	-20	7	56	56	41	49	1.5	1.1	2.2	2.3
3	83	125	100	113	59	65	65	65	2.4	2.8	2.9	3.7
4	100	143	90	117	62	66	74	70	3.1	3.5	3.3	4.0
5	33	50	350	200	60	63	91	77	3.6	5.2	3.9	5.7
6	-67	575	333	454	48	90	87	93	6.0	5.8	4.4	5.3
7	75	100	88	44	64	54	54	54	3.4	4.9	4.8	6.0
2-7	40	167	159	163	57	64	70	67				

EXPENDITURE, \$ PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
\$ 0.10 \$ 2.33 \$ 0.12
COMPENSATORY \$ 0.90 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CRADDOCK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
RDG.

INDEX OF ACCEPTABILITY (A)
RDG +
ARITH

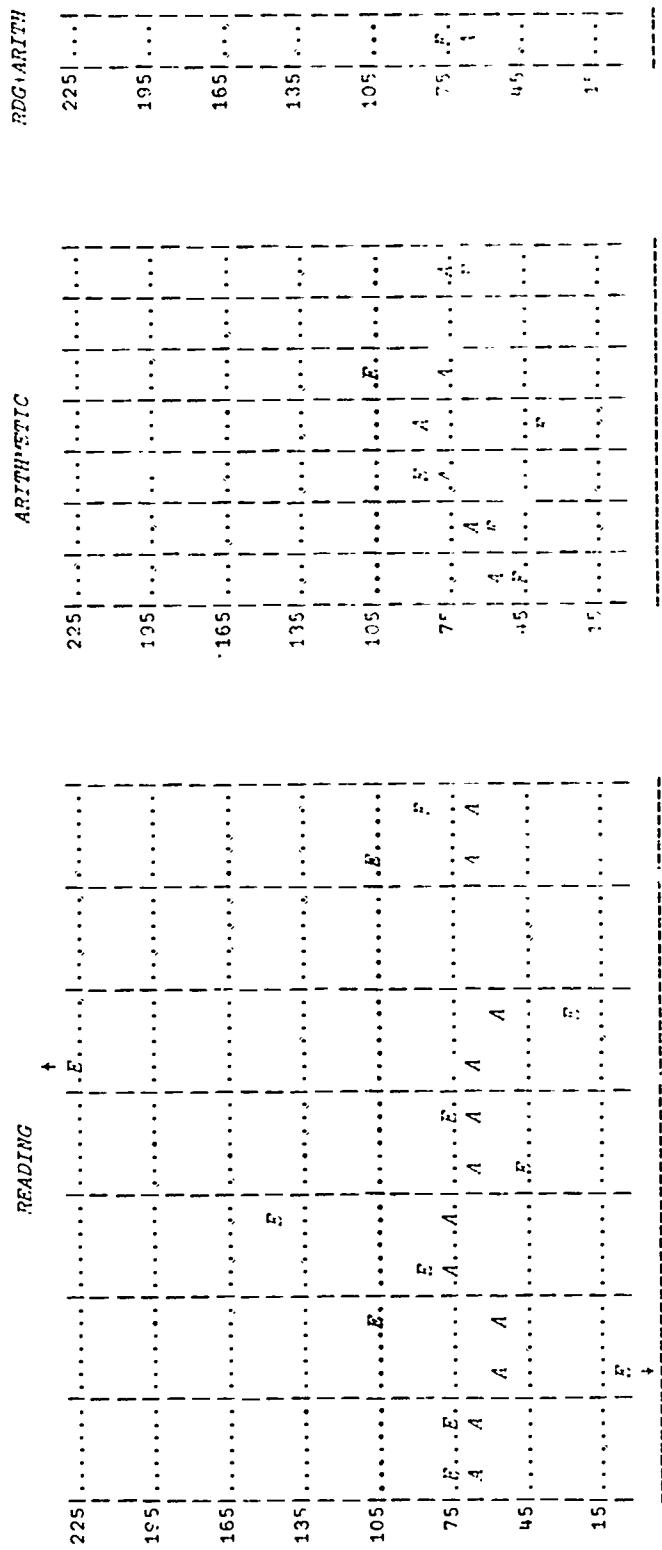
GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITH		READING		ARITH		READING		ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	25	100	83	92	59	63	63	63	1.7	1.7	2.2	2.2
3	50	175	60	118	54	62	62	62	2.3	2.3	2.8	2.8
4	20	117	90	104	57	57	68	63	2.7	3.2	3.3	3.7
5	50	40	100	70	68	63	86	75	3.6	4.9	4.2	4.7
6	0	0	0	0	55	55	55	55	4.4	5.3	5.7	5.7
7	375	87	108	83	96	60	61	70	4.8	6.0	6.7	6.7
2-7	72	71	72	71	72	71	72	71	72	72	72	72

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUNDS LOCAL SCHOOL
COMPENSATORY \$ 0.27 \$ 0.19
\$ 4.82 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CROCKMAN ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



GRADE 2 3 4 5 6 7 2-7
71 72 71 72 71 72 71 72 71 72
GRADE 2-7 105 83 62 73 62 64 70 67

EFFECTIVENESS AND ACCEPTABILITY ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE LEVEL APRIL 1972

GRADE	GAIN-RATE OF EFFECTIVENESS (%)		INDEX OF ACCEPTABILITY (%)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITHM FY72	READING FY71	ARITHM FY72	READING FY71	ARITHM FY72
2	75	43	59	67	50	63
3	-20	50	75	51	62	61
4	80	145	87	114	70	72
5	40	75	33	54	60	65
6	350	20	100	60	61	55
7	2-7	105	83	62	73	62

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUNDS \$ 0.22
CONTRACTARY LOCAL SCHOOL \$ 6.70
\$ 7.16
\$ 0.90

PROFILE OF PROFICIENCY AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAM, 1971-72

DORBG ELEMENTARY SCHOOL GRADE II: "PERFECT" BUT NOT ACCEPTABLE

	READING		ARITHMETIC		RDG ARITH
	↑	↓	E	E.	
225					225
195					195
165					165
135					135
105					105
75 A.	E	A.	E.	A.	75
45 E.	A	A	A	A	45
15	E				15

	READING		ARITHMETIC		RDG ARITH
	↑	↓	FY71	FY72	
71	72	71	72	71	72
72	71	72	71	72	72
GRADE	2	3	4	5	6
					7
GAIN-RATE OF EFFECTIVENESS (%)	2-7	3	4	5	6
EFFECTIVENESS A: ACCEPTABILITY (%) AND A ARE EQUAL	7-7	7-7	7-7	7-7	7-7

INDEX OF ACCEPTABILITY A
GENERAL INDEX: APRIL 1972

GRADE	READING		RDG.		INDEX OF ACCEPTABILITY A		GENERAL INDEX: APRIL 1972
	FY71	FY72	RDG	ARITH	FY71	FY72	
2	40	0	60	30	74	63	1.7
3	80	150	140	145	69	77	2.6
4	40	78	108	93	66	83	3.1
5	120	60	0	30	75	81	3.1
6	350	350	67	209	64	81	3.9
7	67	50	200	125	62	82	4.3
2-7	116	115	96	106	69	79	7.2

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL COMPREHENSORY LOCAL SCHOOL SYSTEM-WIDE

\$ 0.19

\$ 0.96

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GROUP II: EFFECTIVE BUT NOT ACCEPTABLE
SCHOOL

INDEX OF ACCEPTABILITY (A)

READING FY71	ARITH. FY72	RDG + ARITH.									
		FY71	FY72								
1	71	71	72	72	72	72	72	72	72	72	72
2	2-7	2	3	3	3	3	3	3	3	3	3
RE EQUAL											
1	72	72	72	72	72	72	72	72	72	72	72
2	2-7	2	3	3	3	3	3	3	3	3	3

EFFECTIVE AND ACCEPTABLE IF RDG + ARITH. IS EQUAL
1. EFFECTIVE AND ACCEPTABLE IF RDG + ARITH. IS NOT EQUAL

GRADE	INDEX OF ACCEPTABILITY (A)									
	GENERAL		SCHOOL		GENERAL		SCHOOL		GENERAL	
1	67	65	1.7	1.8	2.2	2.3	2.7	2.8	2.9	3.7
2	59	56	2.1	2.2	3.3	4.3	4.7	55	55	5.7
3	72	65	2.7	3.4	4.0	4.7	4.7	50	50	5.7
4	63	79	3.6	4.5	3.9	4.9	4.9	83	83	6.7
5	54	72	3.6	4.8	4.4	5.3	5.3	50	50	6.7
6	53	71	62	4.1	5.5	6.8	6.8	60	60	7.7
7	58	70	64	7.7	117	212	212	100	156	7.7
2-7	97	89	85	87	98	98	98	98	98	7.6

GAIN-RATE OF EFFECTIVENESS (E)
GENERAL (FY71 : 1971)

GRADE	GENERAL		SCHOOL		GENERAL		SCHOOL		GENERAL	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
1	0	156	50	103	78	104	111	108	2.6	2.6
2	67	67	43	97	84	84	92	92	3.1	3.1
3	137	50	115	83	102	83	100	98	3.9	3.9
4	143	50	83	67	102	81	98	98	4.6	4.6
5	117	0	120	60	97	75	93	84	5.0	5.0
6	117	212	100	156	112	99	99	93	7.6	7.6
7	97	89	85	87	98	98	98	98	7.6	7.6
2-7	97	89	85	87	98	98	98	98	7.6	7.6

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUND \$ 0.15
COMPENSATORY FUND \$ 0.11

LOCAL SCHOOL FUND \$ 0.19
COMPENSATORY FUND \$ 0.90

ARITHMETIC

READING FY71	ARITH. FY72	RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.	
		FY71	FY72								
1	225	225	225	225	225	225	225	225	225	225	225
2	195	195	195	195	195	195	195	195	195	195	195
3	165	165	165	165	165	165	165	165	165	165	165
4	135	135	135	135	135	135	135	135	135	135	135
5	105	105	105	105	105	105	105	105	105	105	105
6	75	75	75	75	75	75	75	75	75	75	75
7	45	45	45	45	45	45	45	45	45	45	45
2-7	15	15	15	15	15	15	15	15	15	15	15

EFFECTIVE AND ACCEPTABLE

READING FY71	ARITH. FY72	RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.	
		FY71	FY72								
1	225	225	225	225	225	225	225	225	225	225	225
2	195	195	195	195	195	195	195	195	195	195	195
3	165	165	165	165	165	165	165	165	165	165	165
4	135	135	135	135	135	135	135	135	135	135	135
5	105	105	105	105	105	105	105	105	105	105	105
6	75	75	75	75	75	75	75	75	75	75	75
7	45	45	45	45	45	45	45	45	45	45	45
2-7	15	15	15	15	15	15	15	15	15	15	15

EFFECTIVE AND ACCEPTABLE

READING FY71	ARITH. FY72	RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.	
		FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
1	225	225	225	225	225	225	225	225	225	225	225
2	195	195	195	195	195	195	195	195	195	195	195
3	165	165	165	165	165	165	165	165	165	165	165
4	135	135	135	135	135	135	135	135	135	135	135
5	105	105	105	105	105	105	105	105	105	105	105
6	75	75	75	75	75	75	75	75	75	75	75
7	45	45	45	45	45	45	45	45	45	45	45
2-7	15	15	15	15	15	15	15	15	15	15	15

EFFECTIVE AND ACCEPTABLE

READING FY71	ARITH. FY72	RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.		RDG + ARITH.	
		FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
1	225	225	225	225	225	225	225	225	225	225	225
2	195	195	195</td								

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

CENTER HILL ELEMENTARY SCHOOL

GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

ARITHMETIC

GRADE	FY71	FY72	READING	EFFECTIVENESS	ACCEPTABILITY
7	2-7	2-7	72	72	72
7	2-7	2-7	73	4	5
7	2-7	2-7	74	5	6
7	2-7	2-7	75	6	7
7	2-7	2-7	76	7	2-7
7	2-7	2-7	77	7	2-7
7	2-7	2-7	78	7	2-7
7	2-7	2-7	79	7	2-7
7	2-7	2-7	80	7	2-7
7	2-7	2-7	81	7	2-7
7	2-7	2-7	82	7	2-7
7	2-7	2-7	83	7	2-7
7	2-7	2-7	84	7	2-7
7	2-7	2-7	85	7	2-7
7	2-7	2-7	86	7	2-7
7	2-7	2-7	87	7	2-7
7	2-7	2-7	88	7	2-7
7	2-7	2-7	89	7	2-7
7	2-7	2-7	90	7	2-7
7	2-7	2-7	91	7	2-7
7	2-7	2-7	92	7	2-7
7	2-7	2-7	93	7	2-7
7	2-7	2-7	94	7	2-7
7	2-7	2-7	95	7	2-7
7	2-7	2-7	96	7	2-7
7	2-7	2-7	97	7	2-7
7	2-7	2-7	98	7	2-7
7	2-7	2-7	99	7	2-7
7	2-7	2-7	100	7	2-7
7	2-7	2-7	101	7	2-7
7	2-7	2-7	102	7	2-7
7	2-7	2-7	103	7	2-7
7	2-7	2-7	104	7	2-7
7	2-7	2-7	105	7	2-7
7	2-7	2-7	106	7	2-7
7	2-7	2-7	107	7	2-7
7	2-7	2-7	108	7	2-7
7	2-7	2-7	109	7	2-7
7	2-7	2-7	110	7	2-7
7	2-7	2-7	111	7	2-7
7	2-7	2-7	112	7	2-7
7	2-7	2-7	113	7	2-7
7	2-7	2-7	114	7	2-7
7	2-7	2-7	115	7	2-7
7	2-7	2-7	116	7	2-7
7	2-7	2-7	117	7	2-7
7	2-7	2-7	118	7	2-7
7	2-7	2-7	119	7	2-7
7	2-7	2-7	120	7	2-7
7	2-7	2-7	121	7	2-7
7	2-7	2-7	122	7	2-7
7	2-7	2-7	123	7	2-7
7	2-7	2-7	124	7	2-7
7	2-7	2-7	125	7	2-7
7	2-7	2-7	126	7	2-7
7	2-7	2-7	127	7	2-7
7	2-7	2-7	128	7	2-7
7	2-7	2-7	129	7	2-7
7	2-7	2-7	130	7	2-7
7	2-7	2-7	131	7	2-7
7	2-7	2-7	132	7	2-7
7	2-7	2-7	133	7	2-7
7	2-7	2-7	134	7	2-7
7	2-7	2-7	135	7	2-7
7	2-7	2-7	136	7	2-7
7	2-7	2-7	137	7	2-7
7	2-7	2-7	138	7	2-7
7	2-7	2-7	139	7	2-7
7	2-7	2-7	140	7	2-7
7	2-7	2-7	141	7	2-7
7	2-7	2-7	142	7	2-7
7	2-7	2-7	143	7	2-7
7	2-7	2-7	144	7	2-7
7	2-7	2-7	145	7	2-7
7	2-7	2-7	146	7	2-7
7	2-7	2-7	147	7	2-7
7	2-7	2-7	148	7	2-7
7	2-7	2-7	149	7	2-7
7	2-7	2-7	150	7	2-7
7	2-7	2-7	151	7	2-7
7	2-7	2-7	152	7	2-7
7	2-7	2-7	153	7	2-7
7	2-7	2-7	154	7	2-7
7	2-7	2-7	155	7	2-7
7	2-7	2-7	156	7	2-7
7	2-7	2-7	157	7	2-7
7	2-7	2-7	158	7	2-7
7	2-7	2-7	159	7	2-7
7	2-7	2-7	160	7	2-7
7	2-7	2-7	161	7	2-7
7	2-7	2-7	162	7	2-7
7	2-7	2-7	163	7	2-7
7	2-7	2-7	164	7	2-7
7	2-7	2-7	165	7	2-7
7	2-7	2-7	166	7	2-7
7	2-7	2-7	167	7	2-7
7	2-7	2-7	168	7	2-7
7	2-7	2-7	169	7	2-7
7	2-7	2-7	170	7	2-7
7	2-7	2-7	171	7	2-7
7	2-7	2-7	172	7	2-7
7	2-7	2-7	173	7	2-7
7	2-7	2-7	174	7	2-7
7	2-7	2-7	175	7	2-7
7	2-7	2-7	176	7	2-7
7	2-7	2-7	177	7	2-7
7	2-7	2-7	178	7	2-7
7	2-7	2-7	179	7	2-7
7	2-7	2-7	180	7	2-7
7	2-7	2-7	181	7	2-7
7	2-7	2-7	182	7	2-7
7	2-7	2-7	183	7	2-7
7	2-7	2-7	184	7	2-7
7	2-7	2-7	185	7	2-7
7	2-7	2-7	186	7	2-7
7	2-7	2-7	187	7	2-7
7	2-7	2-7	188	7	2-7
7	2-7	2-7	189	7	2-7
7	2-7	2-7	190	7	2-7
7	2-7	2-7	191	7	2-7
7	2-7	2-7	192	7	2-7
7	2-7	2-7	193	7	2-7
7	2-7	2-7	194	7	2-7
7	2-7	2-7	195	7	2-7
7	2-7	2-7	196	7	2-7
7	2-7	2-7	197	7	2-7
7	2-7	2-7	198	7	2-7
7	2-7	2-7	199	7	2-7
7	2-7	2-7	200	7	2-7
7	2-7	2-7	201	7	2-7
7	2-7	2-7	202	7	2-7
7	2-7	2-7	203	7	2-7
7	2-7	2-7	204	7	2-7
7	2-7	2-7	205	7	2-7
7	2-7	2-7	206	7	2-7
7	2-7	2-7	207	7	2-7
7	2-7	2-7	208	7	2-7
7	2-7	2-7	209	7	2-7
7	2-7	2-7	210	7	2-7
7	2-7	2-7	211	7	2-7
7	2-7	2-7	212	7	2-7
7	2-7	2-7	213	7	2-7
7	2-7	2-7	214	7	2-7
7	2-7	2-7	215	7	2-7
7	2-7	2-7	216	7	2-7
7	2-7	2-7	217	7	2-7
7	2-7	2-7	218	7	2-7
7	2-7	2-7	219	7	2-7
7	2-7	2-7	220	7	2-7
7	2-7	2-7	221	7	2-7
7	2-7	2-7	222	7	2-7
7	2-7	2-7	223	7	2-7
7	2-7	2-7	224	7	2-7
7	2-7	2-7	225	7	2-7
7	2-7	2-7	226	7	2-7
7	2-7	2-7	227	7	2-7
7	2-7	2-7	228	7	2-7
7	2-7	2-7	229	7	2-7
7	2-7	2-7	230	7	2-7
7	2-7	2-7	231	7	2-7
7	2-7	2-7	232	7	2-7
7	2-7	2-7	233	7	2-7
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7	2-7	2-7	242	7	2-7
7	2-7	2-7	243	7	2-7
7	2-7	2-7	244	7	2-7
7	2-7	2-7	245	7	2-7
7	2-7	2-7	246	7	2-7
7	2-7	2-7	247	7	2-7
7	2-7	2-7	248	7	2-7
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7	2-7	2-7	251	7	2-7
7	2-7	2-7	252	7	2-7
7	2-7	2-7	253	7	2-7
7	2-7	2-7	254	7	2-7
7	2-7	2-7	255	7	2-7
7	2-7	2-7	256	7	2-7
7	2-7	2-7	257	7	2-7
7	2-7</				

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

EAST LAKE ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

READING										ARITHMETIC									
										RDG+ARITH									
										ARITHMETIC									
GRADE	2	3	4	5	6	7	2-7	1-1	72	71	72	71	72	71	72	72	72	72	72
EFFECTIVENESS	71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72
ACCEPTABILITY	71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72

EFFECTIVENESS (E)										INDEX OF ACCEPTABILITY (A)										GRADE LEVEL (APRIL 1972)									
READING					RDG + ARITH					READING					RDG + ARITH					SYSTEM-WIDE									
GRADE	FY71	FY72	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	GRADE	LEVEL	APRIL	1972						
2	100	50	33	42	74	67	59	63	1.8	1.6	2.2	2.3	2.7																
3	0	80	80	80	54	65	68	67	2.4	2.5	2.8	2.9	3.7																
4	83	100	85	93	72	66	79	73	3.1	3.7	3.3	4.0	4.7																
5	100	60	75	68	63	68	84	76	3.9	3.9	4.9	5.7																	
6	100				64																								
7	77	73	68	71	65	67	73	70																					
	2-7																												

EFFECTIVENESS AND ACCEPTABILITY (i.e., E AND A ARE EQUAL)

GAIN-RATE OF EFFECTIVENESS (E)										INDEX OF ACCEPTABILITY (A)										GRADE LEVEL (APRIL 1972)									
READING					RDG + ARITH					READING					RDG + ARITH					SYSTEM-WIDE									
GRADE	FY71	FY72	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	GRADE	LEVEL	APRIL	1972						
2	100	50	33	42	74	67	59	63	1.8	1.6	2.2	2.3	2.7																
3	0	80	80	80	54	65	68	67	2.4	2.5	2.8	2.9	3.7																
4	83	100	85	93	72	66	79	73	3.1	3.7	3.3	4.0	4.7																
5	100	60	75	68	63	68	84	76	3.9	3.9	4.9	5.7																	
6	100				64																								
7	77	73	68	71	65	67	73	70																					
	2-7																												

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDING LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.26 \$ 0.04 \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ENGLISH PRIMARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

GRADE	EXPERIMENTAL PROGRAM	READING		ARITHMETIC		READING AND ARITHMETIC		EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADULT)	GENERAL COMPARISON	LOCAL SCHOOL COMPARISON
		71	72	71	72	71	72			
2	SY71	3	4	5	6	7	2.7	?	3	4
3	SY72	4	5	6	7	7	2.7	?	3	2.7
4	SY71	5	6	7	8	8	2.7	?	4.3	4.7
5	SY72	6	7	8	9	9	2.7	?	3.9	3.7
6	SY71	7	8	9	10	10	2.7	?	4.4	4.7
7	SY72	8	9	10	11	11	2.7	?	4.8	7.7

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FAIR ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING		ARITHMETIC		RDG+ARITH	
		E	E	E	E	E	E
225						225	
195						195	
165	E					165	
135				E		135	
105		E		E		105	
75	A	A	A	A	A	75	
45	A	A	A	E	A	45	
15	E				F	15	
71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

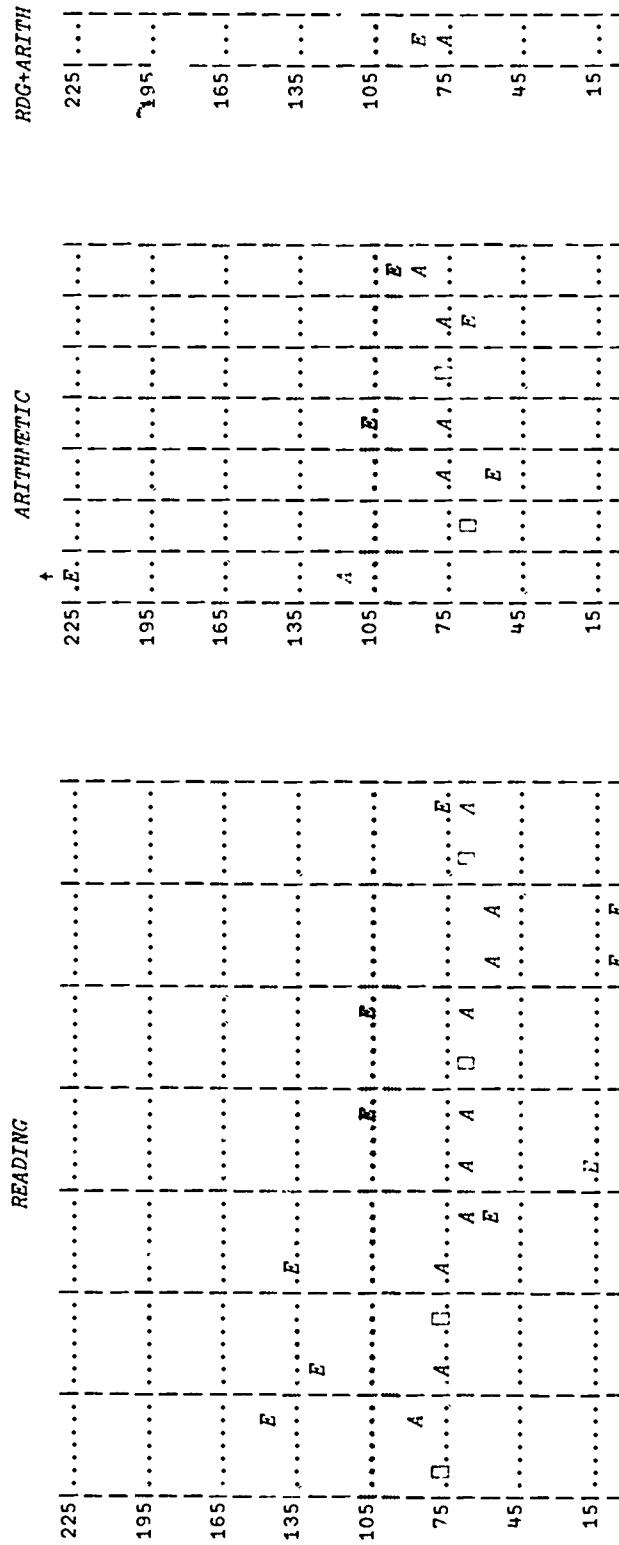
		READING		ARITHMETIC		RDG+ARITH		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
		FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
GRADE	2	160	86	113	100	85	81	93	87	2.2	2.5
3	117	17	86	52	73	81	77	77	77	2.7	2.3
4	100	60	92	76	74	72	85	79	85	3.0	2.9
5	60	250	25	138	65	81	81	81	81	3.4	3.7
6	500	100	100	100	66	66	82	74	4.6	4.0	4.7
7	133	71	80	76	65	62	74	68	4.4	3.9	5.7
2-7	178	97	83	90	73	73	83	78	4.8	5.5	5.3
									5.7	4.4	6.0
										7.7	7.7

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

		GENERAL FUND		LOCAL SCHOOL		SYSTEM-WIDE	
		\$ 0.27	\$ 0.19	\$ 0.01	\$ 0.90		

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FINCH ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

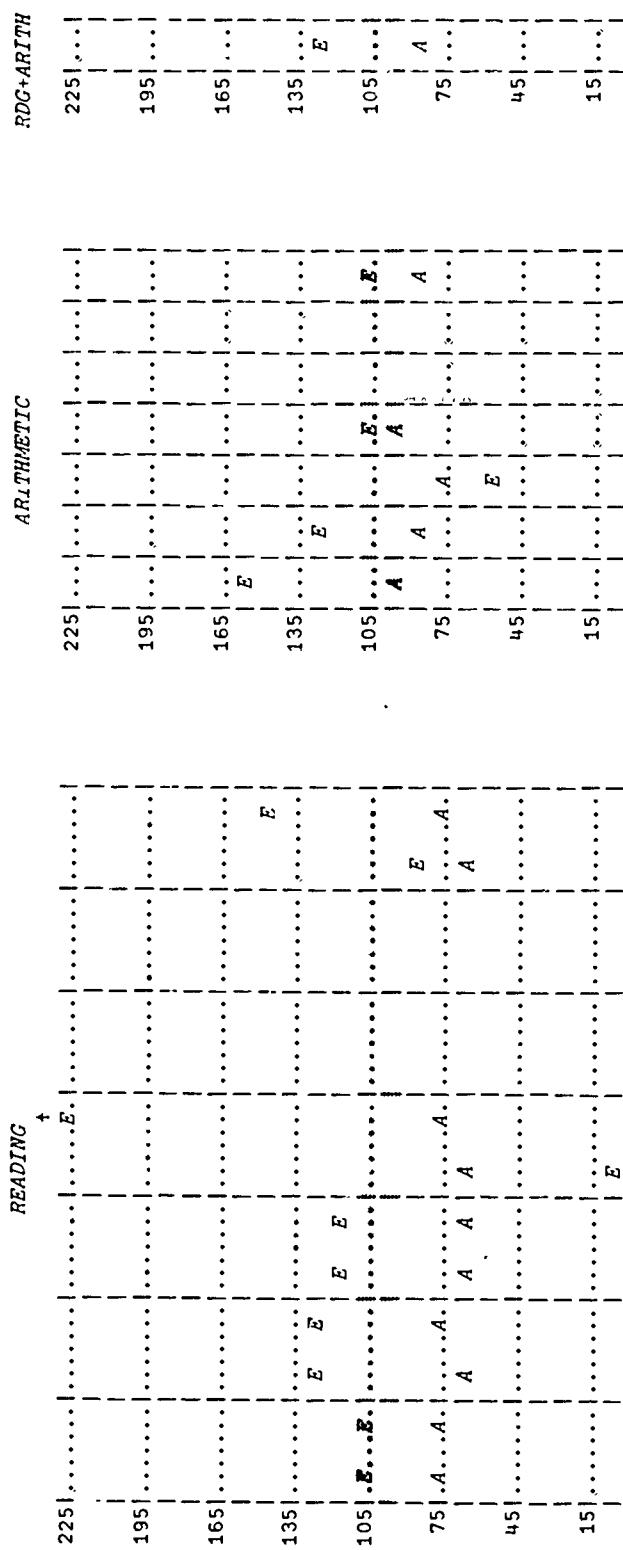


GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)					
	READING FY71	READING FY72	ARITH FY71	ARITH FY72	READING FY71	READING FY72	ARITH FY71	ARITH FY72	RDG + ARITH FY71	RDG + ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG	ACTUAL ARITH	SYSTEM-WIDE ARITH	ACCEPTABLE (NAT'L NORM)
2	75	140	229	185	78	85	111	98	2.3	3.0	2.2	2.3	2.7	2.7	2.7
3	120	75	67	71	76	70	68	69	2.6	2.5	2.8	2.9	3.7	3.7	3.7
4	133	56	55	56	72	68	74	71	3.2	3.5	3.3	4.0	4.7	4.7	4.7
5	17	100	100	88	65	65	79	72	3.7	4.5	3.9	4.9	5.7	5.7	5.7
6	67	100	75	88	61	66	79	73	4.4	5.3	4.4	5.3	6.7	6.7	6.7
7	0	0	60	30	56	56	75	66	4.3	5.8	4.8	6.0	7.7	7.7	7.7
2-7	69	79	98	89	68	68	81	75	\$ 0.14	\$ 0.4	\$ 0.19	\$ 0.90			

F.EFFECTIVENESS A:ACCEPTABILITY U:E AND A ARE - UAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FORREST ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



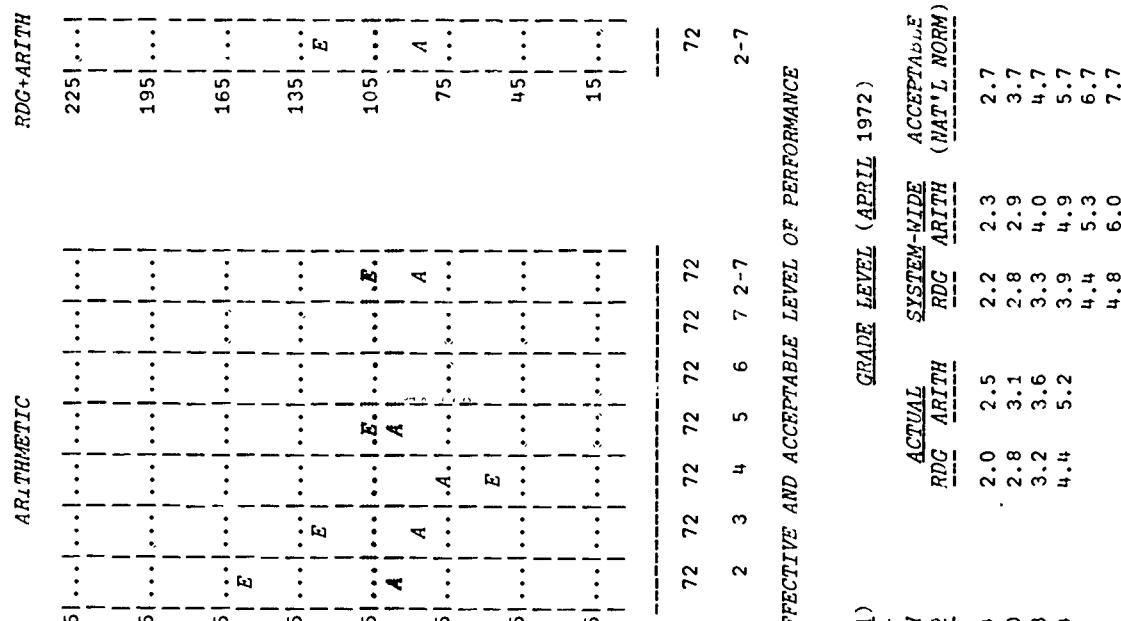
E: EFFECTIVENESS A: ACCEPTABILITY \square : E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE	<u>FY71</u>	<u>FY72</u>	<u>READING</u>	<u>ARITH</u>	INDEX OF ACCEPTABILITY (A)		<u>FY71</u>	<u>FY72</u>	<u>READING</u>	<u>ARITH</u>	<u>FY71</u>	<u>FY72</u>	<u>READING</u>	<u>ARITH</u>	<u>FY71</u>	<u>FY72</u>	GRADE LEVEL (APRIL 1972)		
					<u>RDG</u>	<u>+ARITH</u>											<u>RDG</u>	<u>+ARITH</u>	
2	100	100	150	125	74	74	93	84	93	84	93	84	93	84	93	84	93	2.0	2.5
3	120	129	129	129	68	76	84	80	80	76	84	76	84	76	84	76	84	2.8	3.1
4	117	110	50	80	68	68	77	73	73	77	73	77	73	77	73	77	73	3.2	3.6
5	0	250	100	175	65	65	91	84	77	91	84	77	91	84	77	91	84	77	91
6	7	2-7	84	147	107	127	69	74	86	80	84	93	84	93	84	93	84	93	84
7	2-7	84	147	107	127	69	74	86	80	84	93	84	93	84	93	84	93	84	93

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
 GENERAL FUND \$ 0.11
 COMPENSATORY FUND \$ 0.25
 SYSTEM-WIDE FUND \$ 0.19
 SYSTEM-WIDE FUND \$ 0.90



GRADE LEVEL (APRIL 1972)

<u>RDG</u>	<u>+ARITH</u>																	
2.0	2.5	2.2	2.3	2.7	2.7	2.8	2.9	3.7	3.7	4.0	4.7	4.9	5.7	6.7	6.7	7.7	7.7	7.7
2.8	3.1	2.8	2.9	3.2	3.2	3.3	3.3	4.0	4.0	4.7	4.7	4.9	5.7	6.7	6.7	7.7	7.7	7.7
3.2	3.6	3.2	3.3	4.4	5.2	3.9	3.9	5.2	5.2	4.4	4.4	4.9	5.7	6.7	6.7	7.7	7.7	7.7
4.4	5.2	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.4	5.2	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4

**PROFILES OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

FOUNTAIN ELEMENTARY SCHOOL **GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE**

READING

APTT IN FERTIC

BNG+ABRTTH

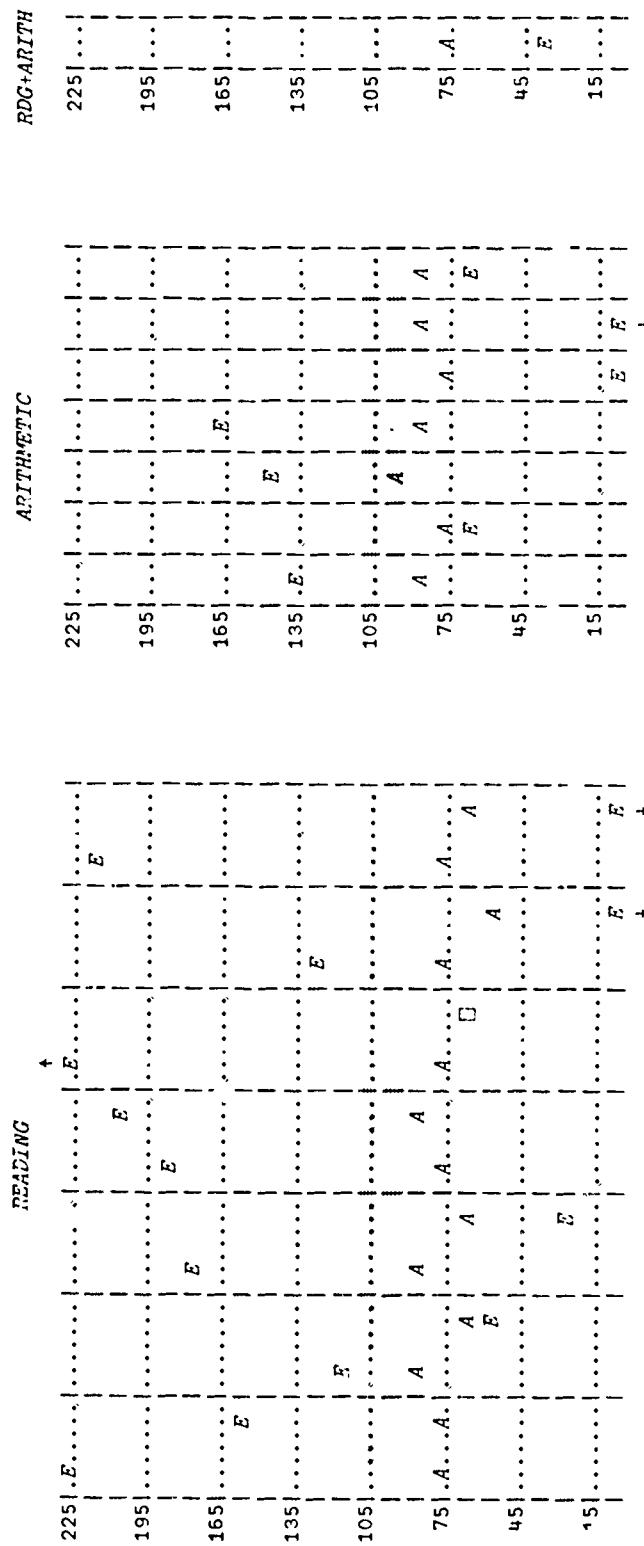
225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	...	105	...
75	...	75	...
45	...	45	...
15	...	15	...

EFFECTIVENESS **A: ACCEPTABILITY** **B: E AND A ARE EQUAL**

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

FOULER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E. EFFECTIVENESS A:ACCEPTABILITY □:E AND A ARE EQUAL

GAIN-RATE OF EFFECTIVENESS (E)
GRADE 2 3 4

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

GARDEN HILLS ELEMENTARY SCHOOL GROUP I: PRECERTIFY AND ACCEPTABLE

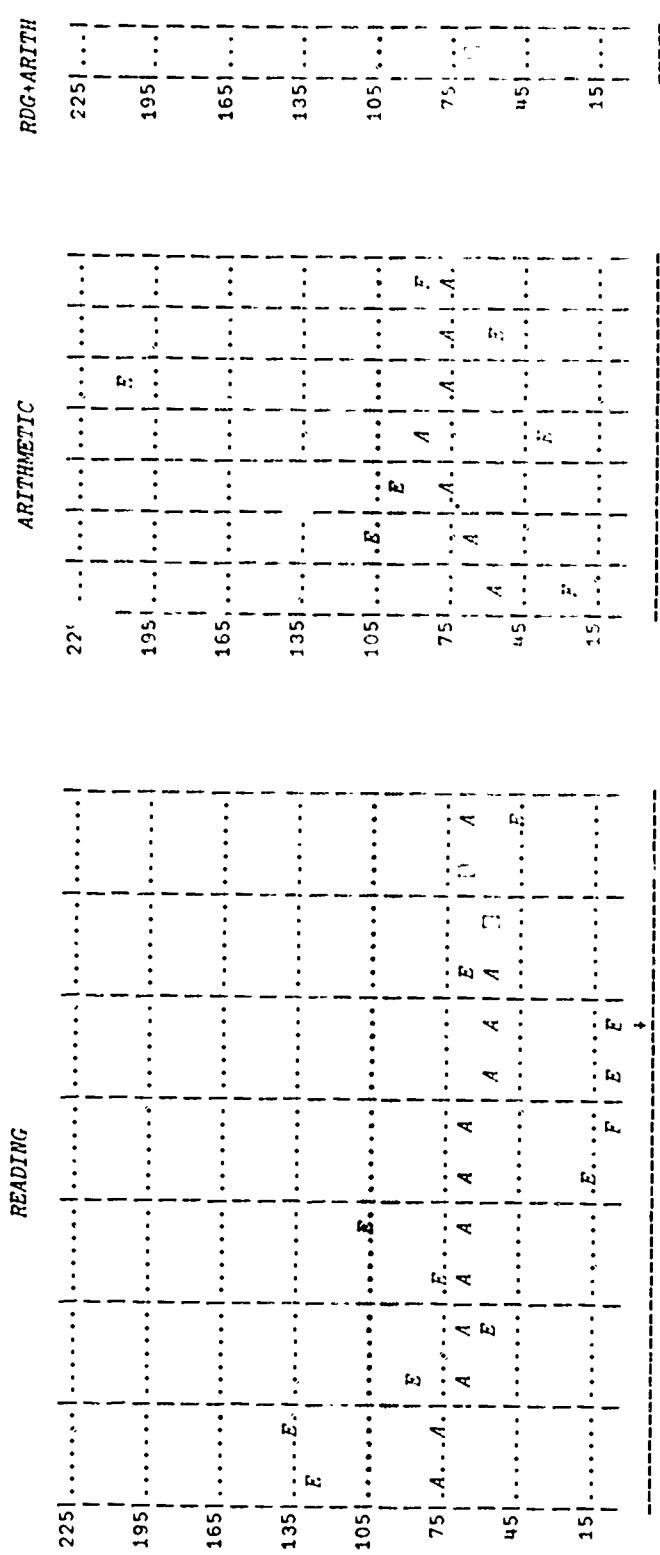
READING		ARITHMETIC	
225	E	225	...
195	E	195	...
165	E	165	F
135	A	135	E.
105	A	105	E.
75	A	75	E
45	E	45	E
15	E	15	15

<i>E: EFFECTIVENESS</i>	<i>A: ACCEPTABILITY</i>	<i>U:E AND A ARE EQUAL</i>
GRADE 2	3	4
	5	6
	7	2

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GIDEON'S ELEMENTARY SCHOOL GROUP I-II: "SITTING" EFFECTIVE AND ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE.

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)			
	READING FY71	READING FY72	ARITH. FY71	ARITH. FY72	READING FY71	READING FY72	ARITH. FY71	ARITH. FY72
2	125	133	20	77	74	70	59	65
3	80	50	100	75	65	62	65	64
4	75	100	92	96	62	68	74	71
5	17	0	33	17	65	55	86	76
6	6	0	-50	200	51	54	78	56
7	67	50	50	50	56	51	74	63
2-7	51	47	83	65	62	62	73	68

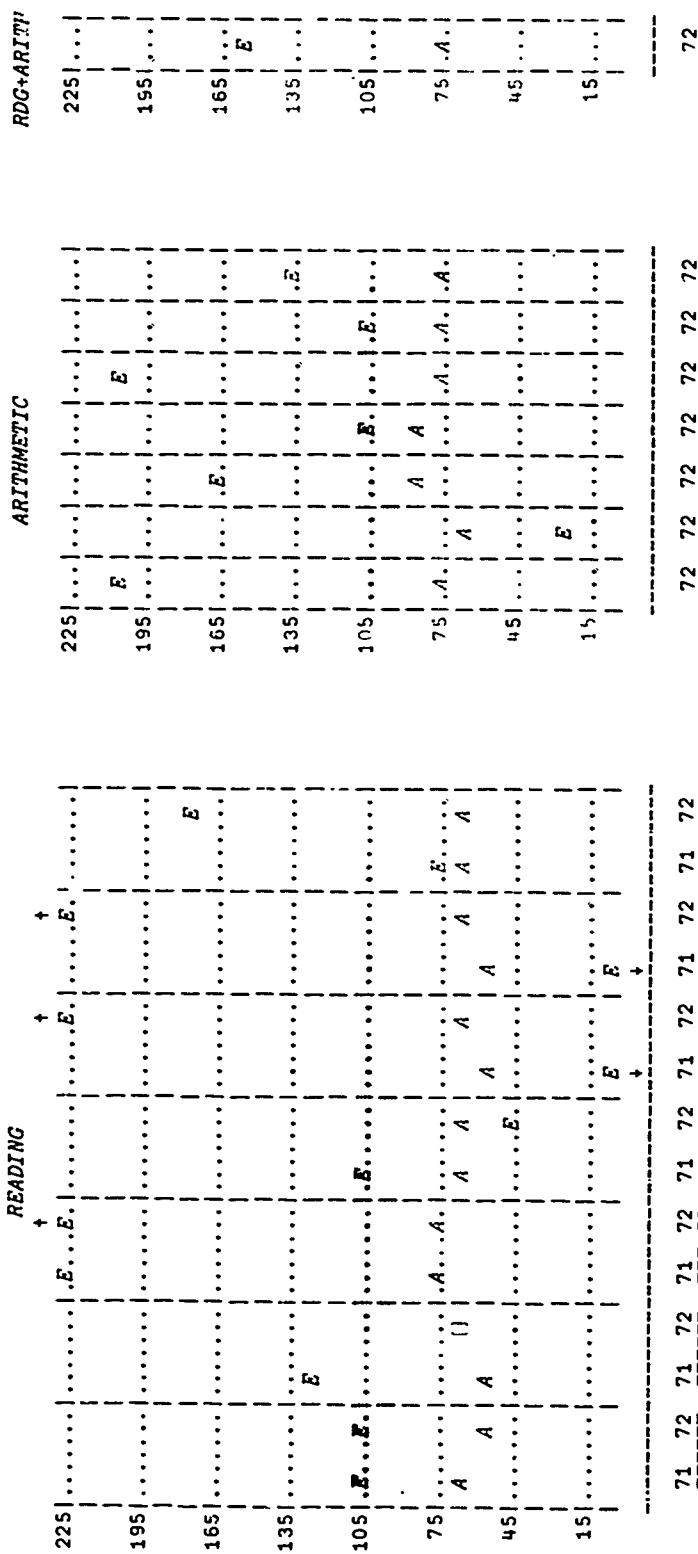
GRADE	GAIN RATE (APRIL 1972)				INDEX OF ACCEPTABILITY (APRIL 1972)			
	READING FY71	READING FY72	ARITH. FY71	ARITH. FY72	READING FY71	READING FY72	ARITH. FY71	ARITH. FY72
2	1.25	1.33	2.0	7.7	7.4	7.0	5.9	6.5
3	0.80	0.50	1.00	0.75	0.65	0.62	0.65	0.64
4	0.75	1.00	0.92	0.96	0.62	0.68	0.74	0.71
5	0.17	0	0.33	0.17	0.65	0.55	0.86	0.76
6	0.06	0	-0.50	2.00	0.51	0.54	0.78	0.56
7	0.67	0.50	0.50	0.50	0.56	0.51	0.74	0.63
2-7	0.51	0.47	0.83	0.65	0.62	0.62	0.73	0.68

GRADE	SYSTEM-WIDE EXPENDITURE (APRIL 1972)				SYSTEM-WIDE EXPENDITURE (APRIL 1972)			
	FUNDS	LOCAL	SCHOOL	GENERAL	FUNDS	LOCAL	SCHOOL	GENERAL
	\$ 0.26	\$ 0.19	\$ 0.04	\$ 0.04	\$ 0.26	\$ 0.19	\$ 0.04	\$ 0.04

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL
COMPENSATORY \$ 3.04
LOCAL \$ 0.26
SYSTEM-WIDE \$ 0.19
\$ 0.04

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS. 1971-72

GILBERT ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY (+: E AND A ARE EQUAL)

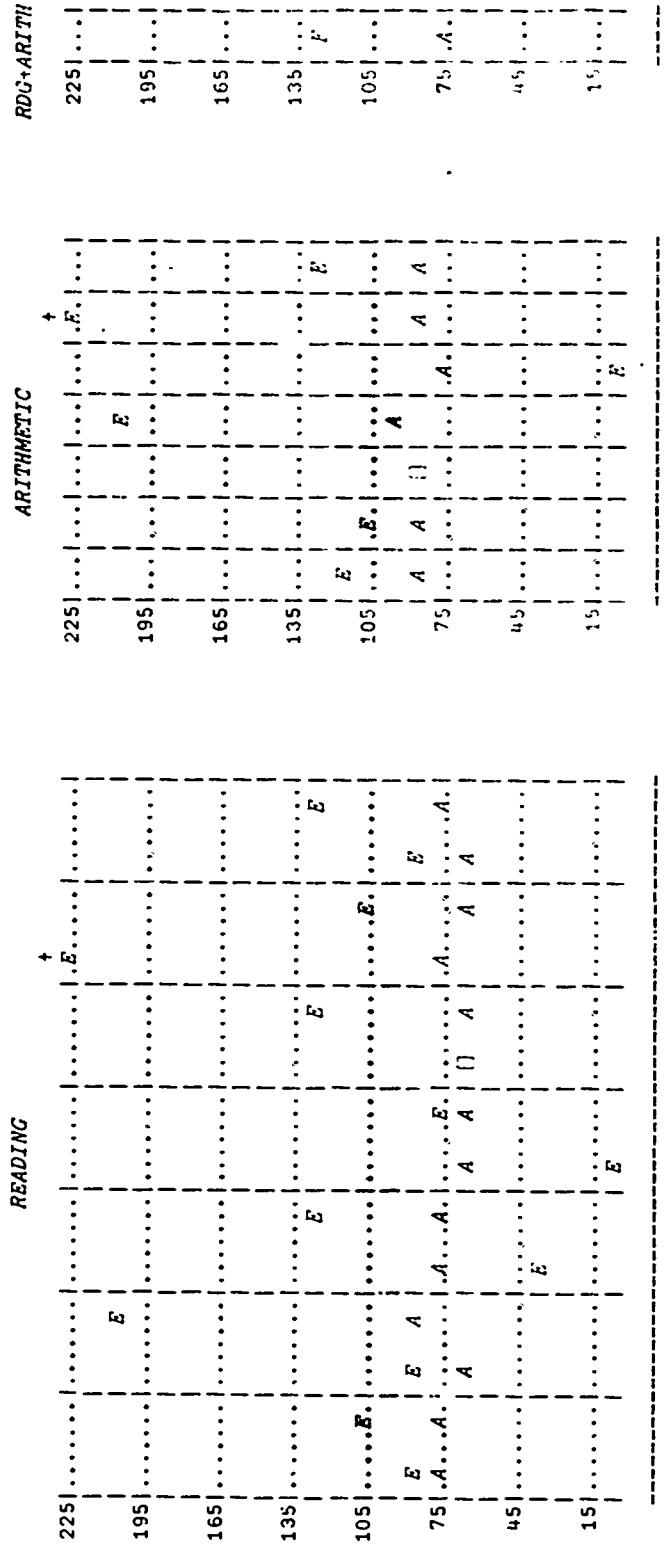
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)						
	READING			ARITH		RDG + ARITH		READING			ARITH		RDG + ARITH		ACTUAL			SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	RDG	ARITH	(NAT'L NORM)	
2	100	100	200	150	63	59	78	69	1.6	2.1	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	3.7	
3	120	67	25	46	54	62	65	64	2.3	2.4	2.8	2.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.7	
4	225	227	160	199	74	77	89	83	3.6	4.2	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	
5	100	40	100	70	60	60	84	72	3.4	4.8	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	
6	50	250	200	225	54	61	75	68	4.1	5.0	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	
7	67	350	100	225	53	60	75	68	4.6	5.8	4.8	5.8	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	
2-7	71	174	131	153	60	63	78	71	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.11 \$ 0.61 \$ 0.19
\$ 0.30

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GOLDSMITH ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY (i.e., E AND A ARE EQUAL)

GRADE LEVEL (APRIL 1972)
2 3 4 5 6 7 2-7 2-7

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	READING FY71	READING FY72	ARITH FY71	ARITH FY72	INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
					RDG + ARITH FY71	RDG + ARITH FY72	ACTUAL RDG FY72	SYSTEM-WIDE RDG ARITH (MATH NORM)
2	80	100	114	107	74	70	81	76
3	83	200	100	150	65	89	89	89
4	33	125	89	107	70	70	85	78
5	0	75	200	138	68	68	91	80
6	67	125	0	63	66	66	78	77
7	260	100	233	167	70	62	84	75
2-7	87	121	122	123	69	71	85	78

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY	FUND SOURCE	LOCAL SCHOOL	SYSTEM-WIDE	
			\$ 0.13	\$ 0.19
			\$ 1.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1961-72

GORDON ELEMENTARY SCHOOL GROUP III NEITHER EFFECTIVE NOR ACCEPTABLE

READING

225

225

225

185

185

185

165

165

165

155

155

155

105

105

105

75

75

75

45

45

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GRADE

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ARITHMETIC

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2-7

2-7

2-7

GENERAL

GENERAL

GENERAL

COMPENSATORY

COMPENSATORY

COMPENSATORY

EFFECTIVENESS

EFFECTIVENESS

EFFECTIVENESS

PER UNIT OF EFFECTIVENESS (PER ADA) RCR FY 72

\$ 0.13

\$ 0.12

GENERAL

\$ 0.12

\$ 0.90

INDEX OF ACCEPTABILITY

READING

READING

READING

ARITHM.

SYSTEM-WIDE

LOCAL SCHOOL

LOCAL SCHOOL

LOCAL SCHOOL

SYSTEM-WIDE

RATING

PERCENTAGE

PERCENTAGE

PERCENTAGE

PERCENTAGE

PERCENTAGE

PERCENTAGE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GRANT PARK ELEMENTARY SCHOOL

GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

GRADE	READING						ARITHMETIC						RDG+ARITH
	71	72	71	72	71	72	71	72	71	72	71	72	
GRADE 2	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 3	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 4	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 5	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 6	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 7	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 8	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 9	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 10	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 11	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 12	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 13	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 14	71	72	71	72	71	72	71	72	71	72	71	72	72
GRADE 15	71	72	71	72	71	72	71	72	71	72	71	72	72

EFFECTIVENESS A:ACCEPTABILITY E:EXCELLENT AND A ARE EQUAL.

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS ($\frac{E}{A}$)						INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)				(NAT'L NORM)
	READING		ARITH		ARITH		READING		ARITH		ARITH		ACTUAL	SYSTEM-WIDE	ACCEPTABLE		
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	
2	225	100	150	125	89	67	.9	.78	1.8	2.4	2.2	2.3	2.7				
3	80	133	120	127	70	70	81	76	2.6	3.0	2.8	2.9	3.7				
4	160	86	100	93	74	68	91	80	3.2	4.3	3.3	4.0	4.7				
5	140	100	133	117	75	68	91	80	3.9	5.2	3.9	4.9	5.7				
6	275	300	267	284	78	72	88	80	4.8	5.9	4.4	5.3	6.7				
7	80	150	33	92	65	73	79	76	5.6	6.1	4.8	6.0	7.7				
2-7	160	145	134	140	75	70	87	79									

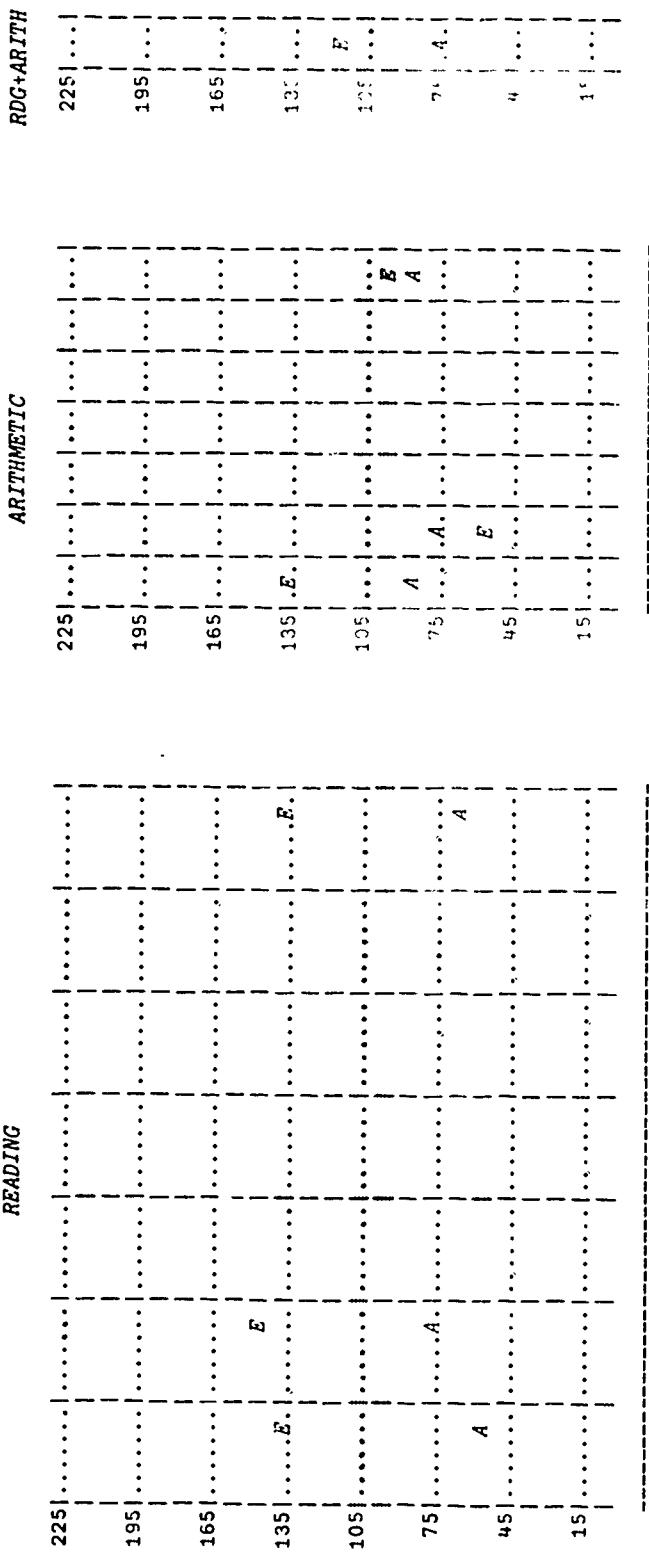
FUNDS LOCAL SCHOOL SYSTEM-WIDE
GENERAL \$ 0.16 \$ 0.19
COMPENSATORY \$ 1.38 \$ 0.90

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL

COMPENSATORY

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GRANT PARK PRIMARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)						
	READING			RDG + ARITH			READING			RDG + ARITH			ACTUAL RDG			SYSTEM-WIDE RDG			ACCEPTABLE ARITH		
	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72
2	133	133	133	59	85	72	1.6	2.3	2.2	2.3	2.3	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
3	140	50	95	73	78	76	2.7	2.9	2.8	2.9	2.9	2.9	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
4																					
5																					
6																					
7	137	92	115	66	82	74	4.8	4.8	4.8	4.8	4.8	4.8	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
2-7																					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.39 \$ 6.06 \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GROVE PARK ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

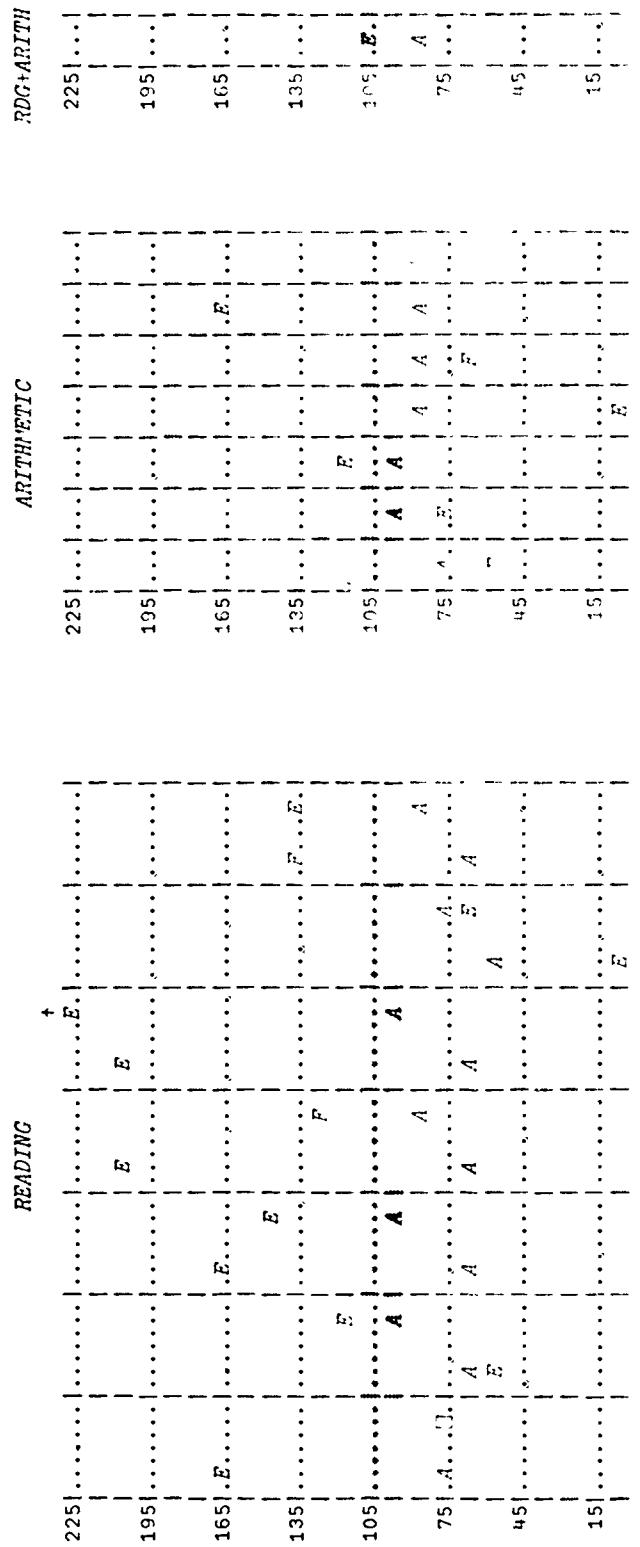
		READING							ARITHMETIC							RDG+ARITH								
		E			A			E			A			E			A			E				
GRADE		2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7	2-7
E: EFFECTIVENESS	A: ACCEPTABILITY	E: E AND A ARE EQUAL																						
71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
GRADE	2	3	4	5	6	7																		

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	READING FY71	ARITH FY72
2	100	86	83	85	74	70
3	100	75	100	88	73	73
4	67	70	107	89	70	89
5	50	75	0	38	60	65
6	167	200	50	125	61	76
7	125	71	100	86	62	60
2-7	102	96	73	85	66	78
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS, LOCAL SCHOOL, SYSTEM-WIDE						
					\$ 0.18	\$ 0.19
					\$ 0.01	\$ 0.90

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

GUICE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



GAIN-RATE OF EFFECTIVENESS (E)										INDEX OF ACCEPTABILITY (A)										GRADE LEVEL (APRIL 1972)									
GRADE	READING			ARITH			READING			ARITH			READING			ARITH			SYSTEM-WIDE			SYSTEM-WIDE							
	FY71	FY72	RDG	FY71	FY72	RDG	FY71	FY72	RDG	FY71	FY72	RDG	FY71	FY72	RDG	FY71	FY72	RDG	FY71	FY72	RDG								
2	160	78	56	67	74	70	78	74	1.9	2.1	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7			
3	50	114	75	95	68	92	32	92	3.4	3.4	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7			
4	167	143	119	131	62	91	94	93	4.3	4.3	4.4	3.3	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0			
5	200	125	0	63	63	81	81	81	4.6	4.6	4.6	3.9	4.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7			
6	280	60	170	64	93	81	87	62	5.4	5.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7				
7	0	62	167	115	56	74	84	79	5.7	5.7	6.5	4.8	6.0	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7				
2-7	130	134	80	107	65	84	85	85	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3				

E: EFFECTIVENESS A: ACCEPTABILITY F: E AND A ARE EQUAL

INDEX OF ACCEPTABILITY (A)

GAIN-RATE OF EFFECTIVENESS (E)

GRADE LEVEL (APRIL 1972)

EXpenditure per unit of effectiveness (per ADA) for FY 72:

GENERAL \$ 0.28

COMPENSATORY \$ 0.42

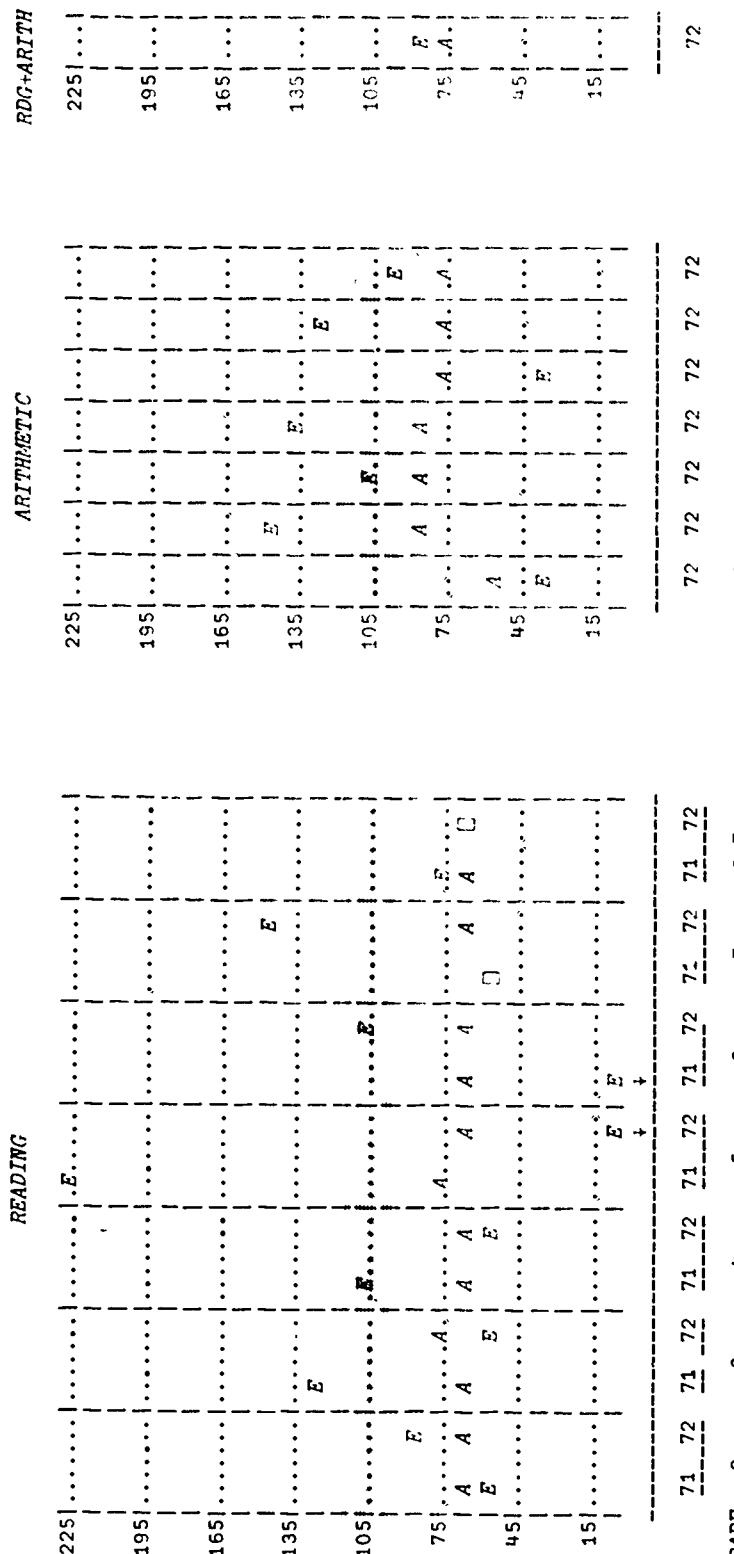
LOCAL SCHOOL \$ 0.28

SYSTEM-WIDE \$ 0.19

SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARDNETT ELEMENTARY SCHOOL, GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY []: E AND A ARE EQUAL

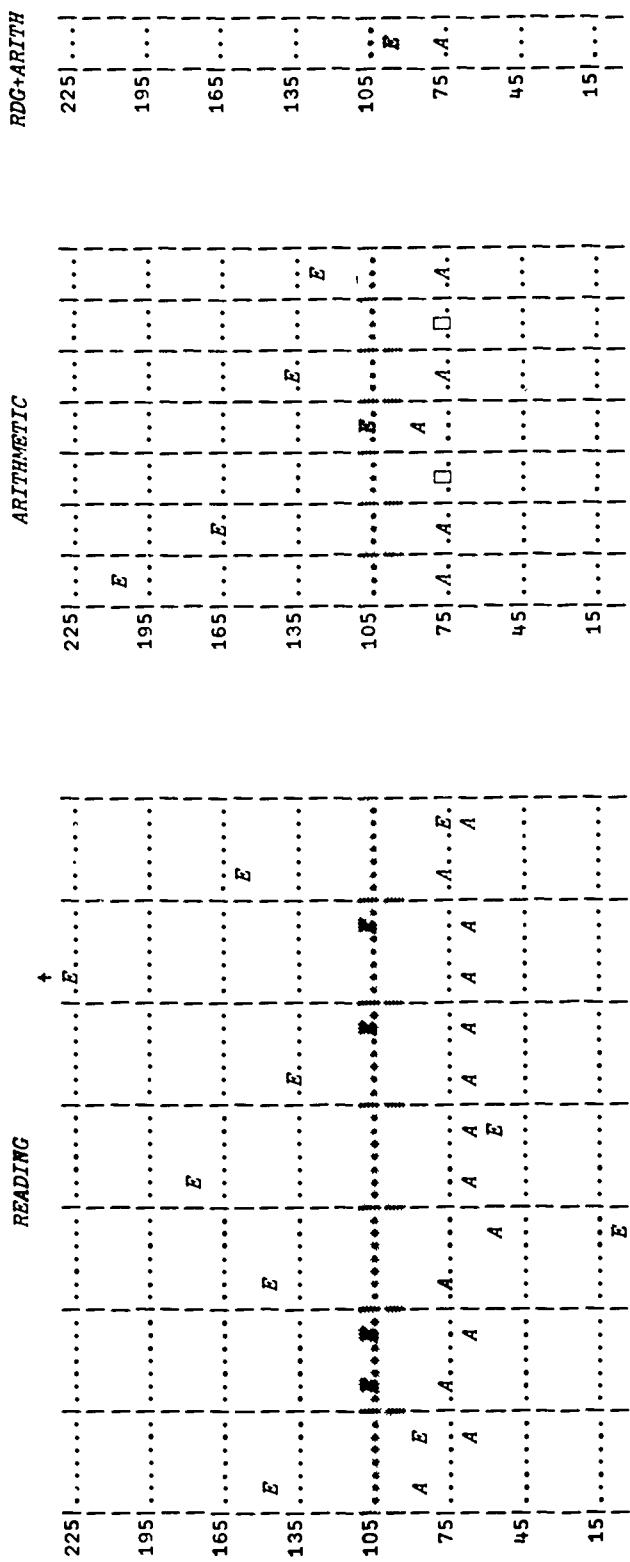
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)							
	READING			RDG + ARITH		READING		RDG + ARITH		ACTUAL			SYSTEM-WIDE		ACCEPTABLE							
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	
2	50	80	33	57	67	63	59	61	1.7	1.6	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	
3	120	50	140	95	68	70	84	77	2.6	3.1	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	
4	100	57	100	79	66	64	85	75	3.0	4.0	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	
5	220	-33	133	50	75	60	88	74	3.4	5.0	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	
6	67	100	33	67	61	64	79	72	4.3	5.3	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	
7	50	140	125	133	51	62	78	70	4.8	6.0	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	
2-7	79	66	94	80	65	64	79	72					\$ 0.19	\$ 0.90								
													\$ 1.07	\$ 1.07								

EXPENDITURE PER UNIT OF EFFECTIVENESS (.75 ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.25 \$ 1.07 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARPER ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



GRADE	EFFECTIVENESS							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)						
	EFFECTIVENESS			ACCEPTABILITY			E	READING			RDG + ARITH			RDG + ARITH			RDG	ARITH	SYSTEM-WIDE	ACCEPTABLE	
	FY71	FY72	RDG	READING	RDG	ARITH	FY71	FY72	RDG	ARITH	FY71	FY72	RDG	ARITH	RDG	ARITH	(NAT'L NORM)	(NAT'L NORM)			
2	140	80	200	140	81	67	78	73	1.8	2.1	2.2	2.3	2.7	2.4	2.9	2.8	2.9	3.7			
3	100	100	160	130	73	65	78	72	2.4	2.9	3.3	3.3	4.0	3.5	3.5	3.3	4.0	4.7			
4	140	0	75	38	72	57	74	66	2.7	3.5	3.9	4.0	4.7	4.6	4.6	4.9	5.7	5.7			
5	175	50	100	75	6	3	81	72	3.6	4.6	4.9	5.7	5.7	4.1	5.2	5.3	6.7	6.7			
6	133	100	133	117	11	1	78	70	4.1	5.2	5.3	6.0	7.7	4.6	5.8	4.8	6.0	7.7			
7	233	100	75	88	62	75	69	70	2	3	4	5	6	7	2-7	2	3	4			
2-7	154	72	124	98	70	63	77	70	105	135	165	195	225	105	135	165	195	225			

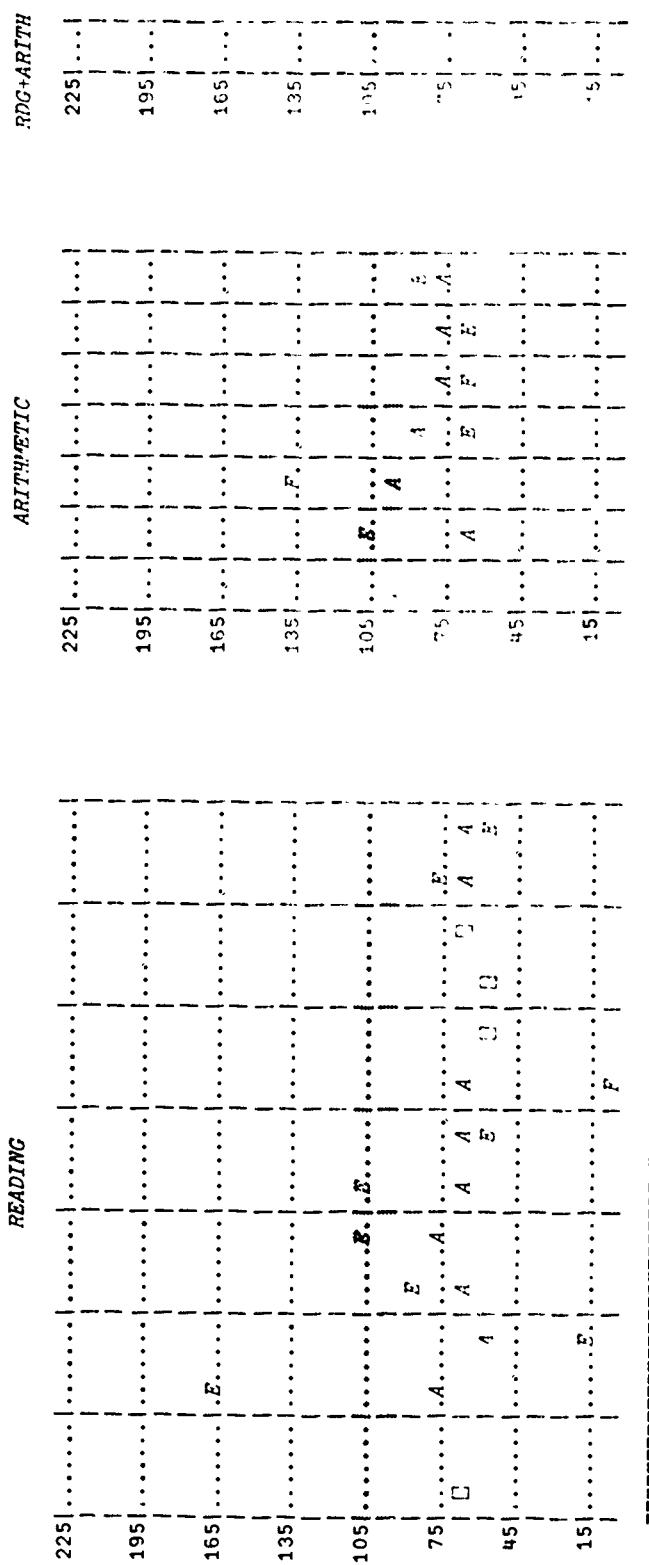
E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:						
	READING	FY71	FY72	RDG	ARITH	FY71	FY72	READING	FY71	FY72	RDG	ARITH	FY71	FY72	GENERAL	COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE			
2	140	80	200	140	81	67	78	73	1.8	2.1	2.2	2.3	2.7	2.4	2.9	2.8	2.9	3.7			
3	100	100	160	130	73	65	78	72	2.4	2.9	3.3	3.3	4.0	3.5	3.5	3.3	4.0	4.7			
4	140	0	75	38	72	57	74	66	2.7	3.5	3.9	4.0	4.7	4.6	4.6	4.9	5.7	5.7			
5	175	50	100	75	6	3	81	72	3.6	4.6	4.9	5.7	5.7	4.1	5.2	5.3	6.7	6.7			
6	133	100	133	117	11	1	78	70	4.1	5.2	5.3	6.0	7.7	4.6	5.8	4.8	6.0	7.7			
7	233	100	75	88	62	75	69	70	2	3	4	5	6	7	2-7	2	3	4			
2-7	154	72	124	98	70	63	77	70	105	135	165	195	225	105	135	165	195	225			

EXpenditure per unit of effectiveness (per ADA) for fy 72:
GENERAL \$ 0.19
COMPENSATORY \$ 0.30
LOCAL SCHOOL \$ 0.19
SYSTEM-WIDE \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARRIS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



EFFECTIVENESS GRADE 2 3 4 5 6 7 2
A:ACCEPTABILITY 1:E AND A ARE EQUAL

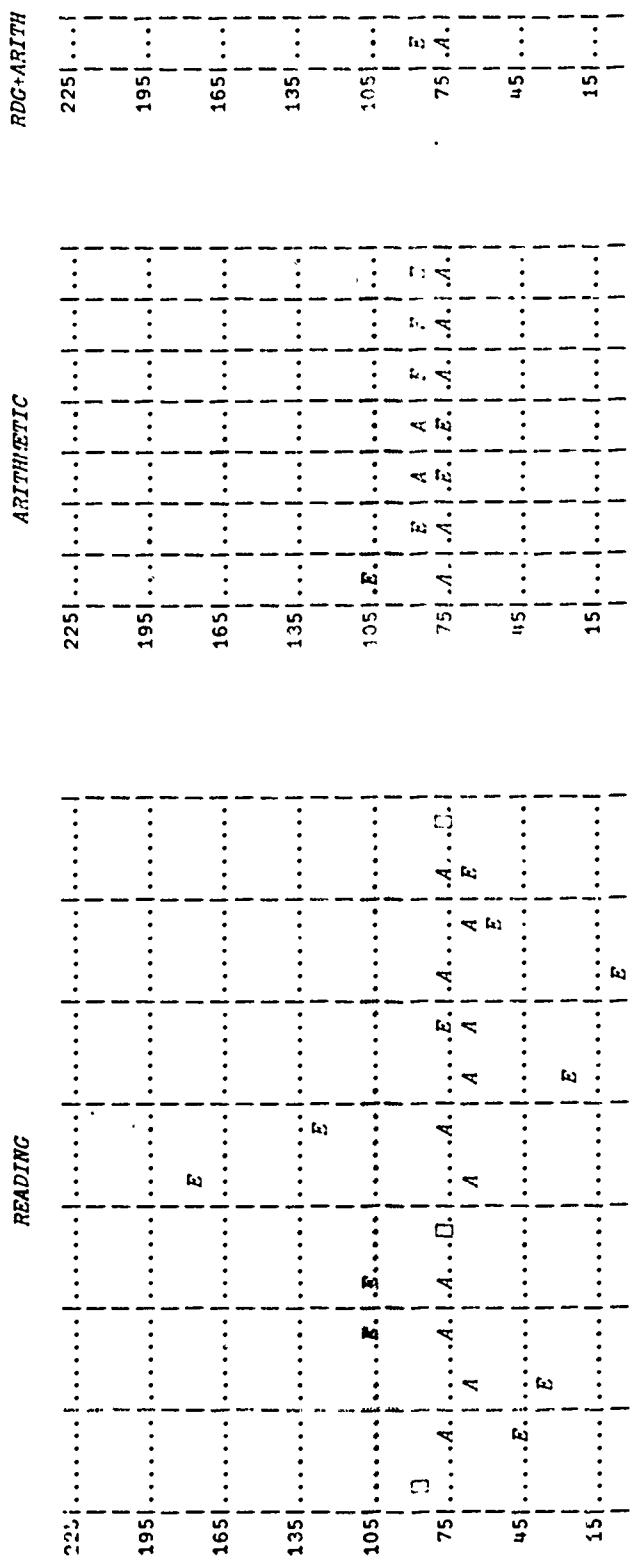
EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN- RATE OF EFFECTIVENESS (E_g)				INDEX OF ACCEPTABILITY (A_i)				GRADE INDEX (APRIL 1972)			
	RDG +		RDG -		RDG +		RDG -		SYSTEM-WIDE		ACCEPTABLE	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	READING FY71	ARITH FY72	READING FY71	ARITH FY72	RDG ARITH	RDG ARITH	RDG ARITH	RDG ARITH
2	60	17	100	59	67	54	68	61	2.0	2.5	2.2	2.3
3	160	100	138	119	76	72	94	83	3.4	4.4	2.8	2.1
4	80	50	67	59	64	63	81	72	3.6	4.6	3.3	3.7
5	100	0	50	67	63	63	61	55	3.7	4.8	4.4	4.0
6	0	60	60	60	56	55	56	56	4.0	4.0	5.3	5.7
7	50	60	60	60	56	55	56	56	4.6	4.0	6.0	6.7

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
			\$ 0.27	\$ 0.25	\$ 0.19
		COMPENSATORY			\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HARVELL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

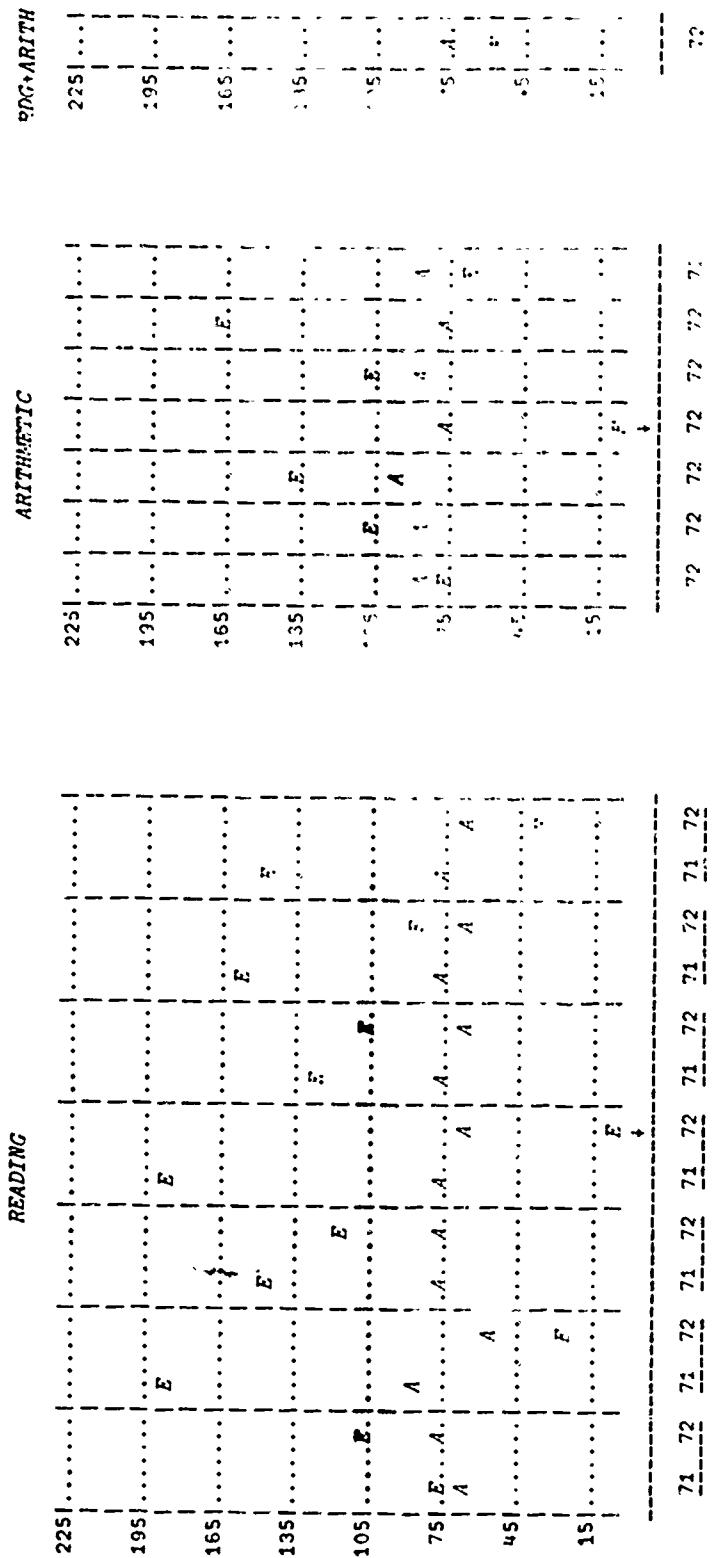


GRADE	INDEX OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)							
	RDG			RDG + ARITH				RDG			RDG + ARITH				SYSTEM-WIDE RDG			SYSTEM-WIDE RDG + ARITH (NAT'L. NORM.)				
	READING FY71	READING FY72	ARITH FY71	ARITH FY72	READING FY71	READING FY72	ARITH FY71	ARITH FY72	READING FY71	READING FY72	ARITH FY71	ARITH FY72	READING FY71	READING FY72	ARITH FY71	ARITH FY72	GENERAL FUND	GENERAL FUND	LOCAL SCHOOL FUND	LOCAL SCHOOL FUND	SYSTEM-WIDE EXPENDITURE	SYSTEM-WIDE EXPENDITURE
2	83	43	100	72	81	70	74	72	72	73	73	73	72	72	72	72	2.0	2.2	2.3	2.7	3.7	3.7
3	33	100	83	92	65	73	73	73	73	73	73	73	72	72	72	72	2.7	2.7	2.8	2.9	4.0	4.0
4	100	79	71	75	72	72	81	77	77	81	77	77	80	80	80	80	3.4	3.8	3.3	4.0	4.7	4.7
5	175	120	75	98	68	75	84	75	75	84	75	75	78	78	78	78	4.3	4.8	3.9	4.3	5.7	5.7
6	20	75	80	78	66	66	66	72	72	72	72	72	73	73	73	73	4.4	5.2	4.4	5.3	6.7	6.7
7	17	57	83	70	73	68	78	73	73	73	73	73	75	75	75	75	6.0	4.8	6.0	7.7	\$ 0.13	\$ 0.13
2-7	66	79	82	81	71	71	78	75	75	75	75	75	78	78	78	78	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.20	\$ 0.20

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

HAYGOOD ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY : E AND A ARE EQUAL

EFFECTIVENESS AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL PERIOD 1971-72	
	READING FY71	ARITH. FY72	READING FY71	ARITH. FY72	RDG. ARITH.	CYCLED-MIZE RDG. ARITH.
2	75	100	73	87	67	70
3	183	25	100	63	84	55
4	140	117	130	124	72	74
5	180	200	200	-200	75	60
6	125	100	100	100	72	61
7	150	83	167	125	73	60
2-7	142	38	62	50	74	64

INDEX OF ACCEPTABILITY (A)

GRADE LEVEL PERIOD 1971-72

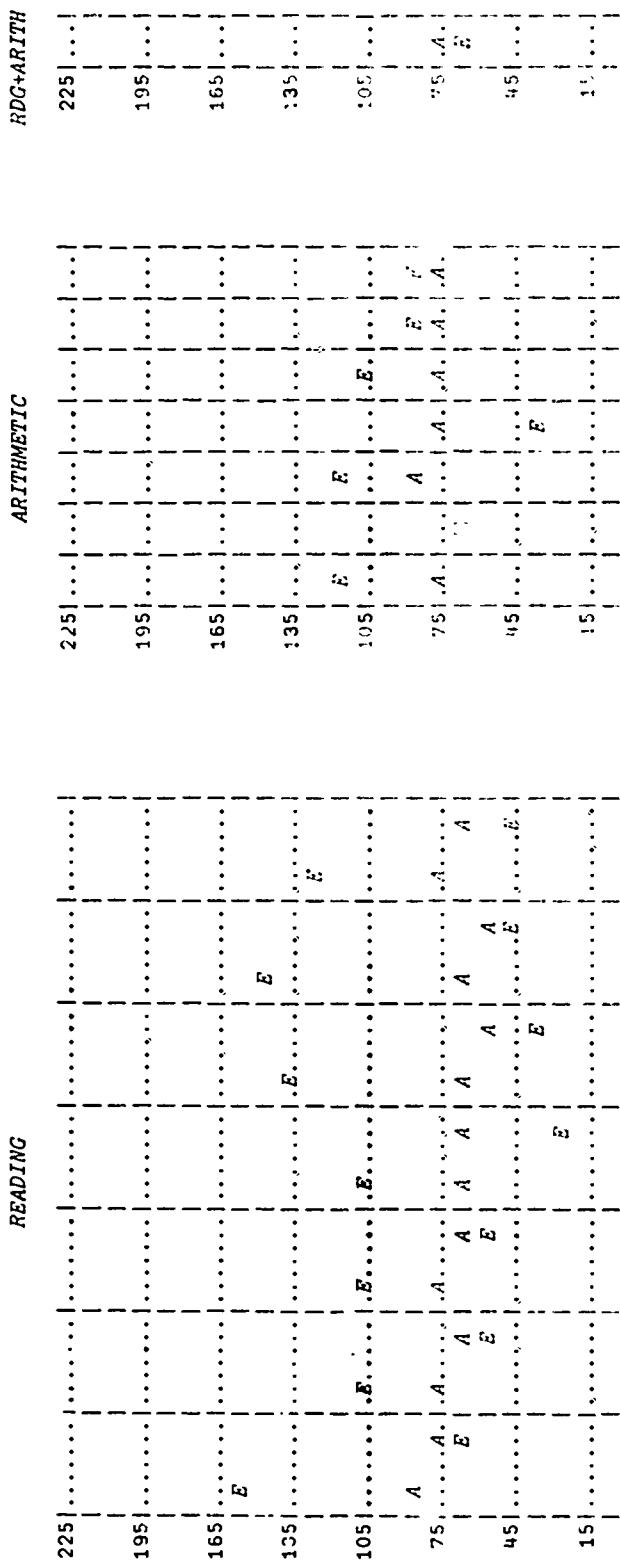
GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL PERIOD 1971-72	
	READING FY71	ARITH. FY72	READING FY71	ARITH. FY72	RDG. ARITH.	CYCLED-MIZE RDG. ARITH.
2	75	100	73	87	67	70
3	183	25	100	63	84	55
4	140	117	130	124	72	74
5	180	200	200	-200	75	60
6	125	100	100	100	72	61
7	150	83	167	125	73	60
2-7	142	38	62	50	74	64

GRADE LEVEL PERIOD 1971-72

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:		GENERAL		ELEMENTARY SCHOOL		SECONDARY	
	COMPENSATOR	ADA	GENERAL	ADA	GENERAL	ADA	GENERAL	ADA
	\$ 1.10	\$ 0.41	\$ 1.10	\$ 0.41				

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HERNDON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



EFFECTIVENESS: A: ACCEPTABILITY [();] E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)
	READING	ARITH.	READING	ARITH.	
2	150	60	117	89	72
3	100	50	67	59	70
4	100	56	115	86	72
5	100	20	33	27	60
6	133	33	100	67	64
7	140	40	80	60	62
2-7	121	43	85	64	70

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)
	READING	ARITH.	READING	ARITH.	
2	150	60	117	89	72
3	100	50	67	59	70
4	100	56	115	86	72
5	100	20	33	27	60
6	133	33	100	67	64
7	140	40	80	60	62
2-7	121	43	85	64	70

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)
	READING	ARITH.	READING	ARITH.	
2	150	60	117	89	72
3	100	50	67	59	70
4	100	56	115	86	72
5	100	20	33	27	60
6	133	33	100	67	64
7	140	40	80	60	62
2-7	121	43	85	64	70

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:		FUND SOURCE	LOCAL SCHOOL	SYSTEM-WIDE
	GENERAL	COMPENSATORY			
2	\$ 0.29	\$ 0.12	\$ 0.29	\$ 0.19	\$ 0.90

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:		FUND SOURCE	LOCAL SCHOOL	SYSTEM-WIDE
	GENERAL	COMPENSATORY			
2	\$ 0.29	\$ 0.12	\$ 0.29	\$ 0.19	\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

RIGHTEAND ELEMENTARY SCHOOL

READING

200G+ABTTX

APPENDIX

3DG+ARTTH

225	E	E	E	A	A	E
195						
165						
135			E			
105	E	E	E	A	A	E
75	A	A	A	A	A	A
45	E					
15			E			E

EFFECTIVENESS: A-ACCEPTABILITY [1:E AND A ARE: 1:N:A]

2-7

GAIN-RATE OF EFFECTIVENESS (E)

INDEX (A)

Glossary

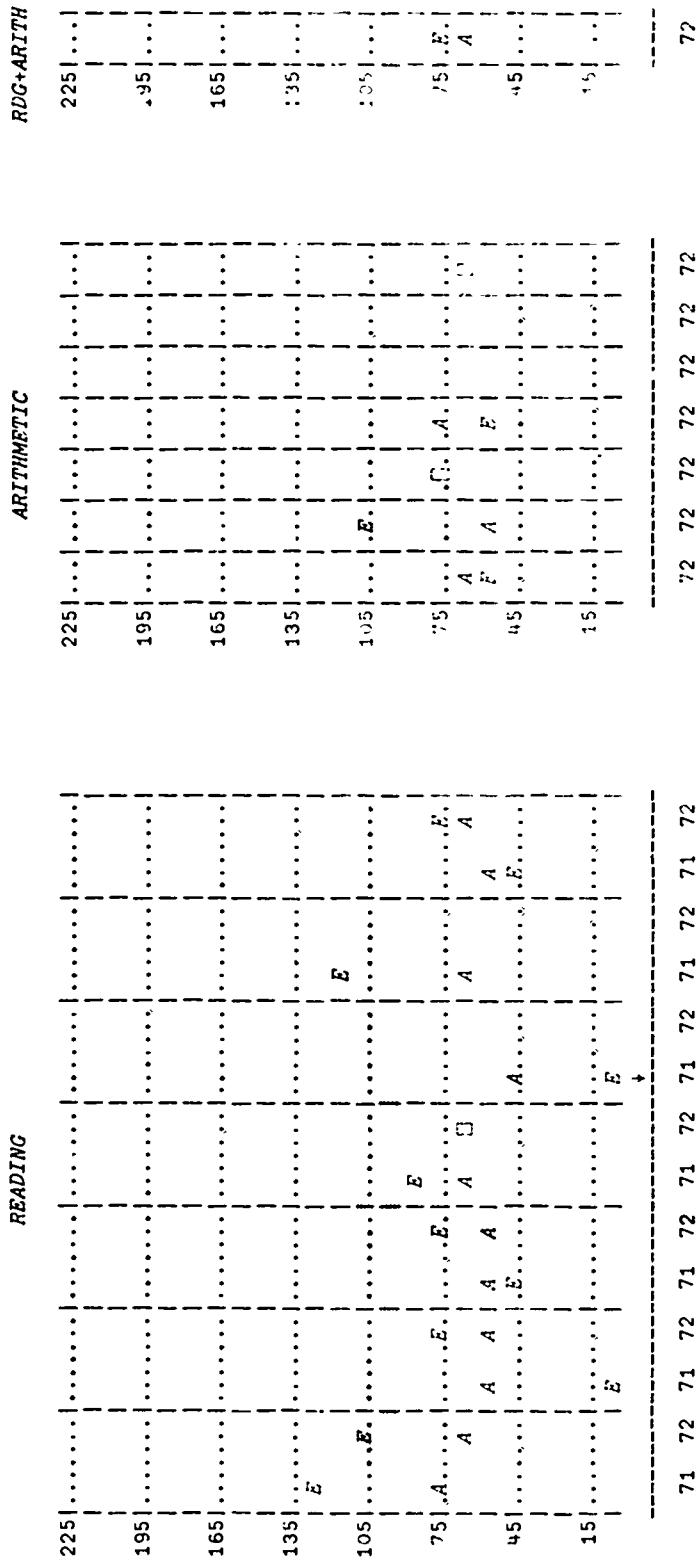
GRADE	READING		ARITH		READING		ARITH		SYSTEM-X-YDE		ACCEPTABLE (MATH) NORM	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	125	60	129	95	85	78	89	84	2.1	2.4	2.2	2.7
3	100	100	150	125	81	78	92	85	2.9	3.4	2.8	3.7
4	13	90	114	102	74	81	10c	91	3.8	4.7	3.3	4.0
5	-14	100	200	150	75	81	93	87	4.6	5.3	3.9	5.7
6	133	0	180	90	81	75	88	82	5.0	5.9	4.4	6.7
7	213	71	67	69	106	91	88	90	7.0	6.8	4.8	6.0
2-7	95	70	140	105	84	81	92	87				7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

	<u>FUNDS</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
GENERAL	\$ 0.17	\$ 0.19	
COMPENSATORY	\$ 0.03	\$ 0.90	

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HILL ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

.EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

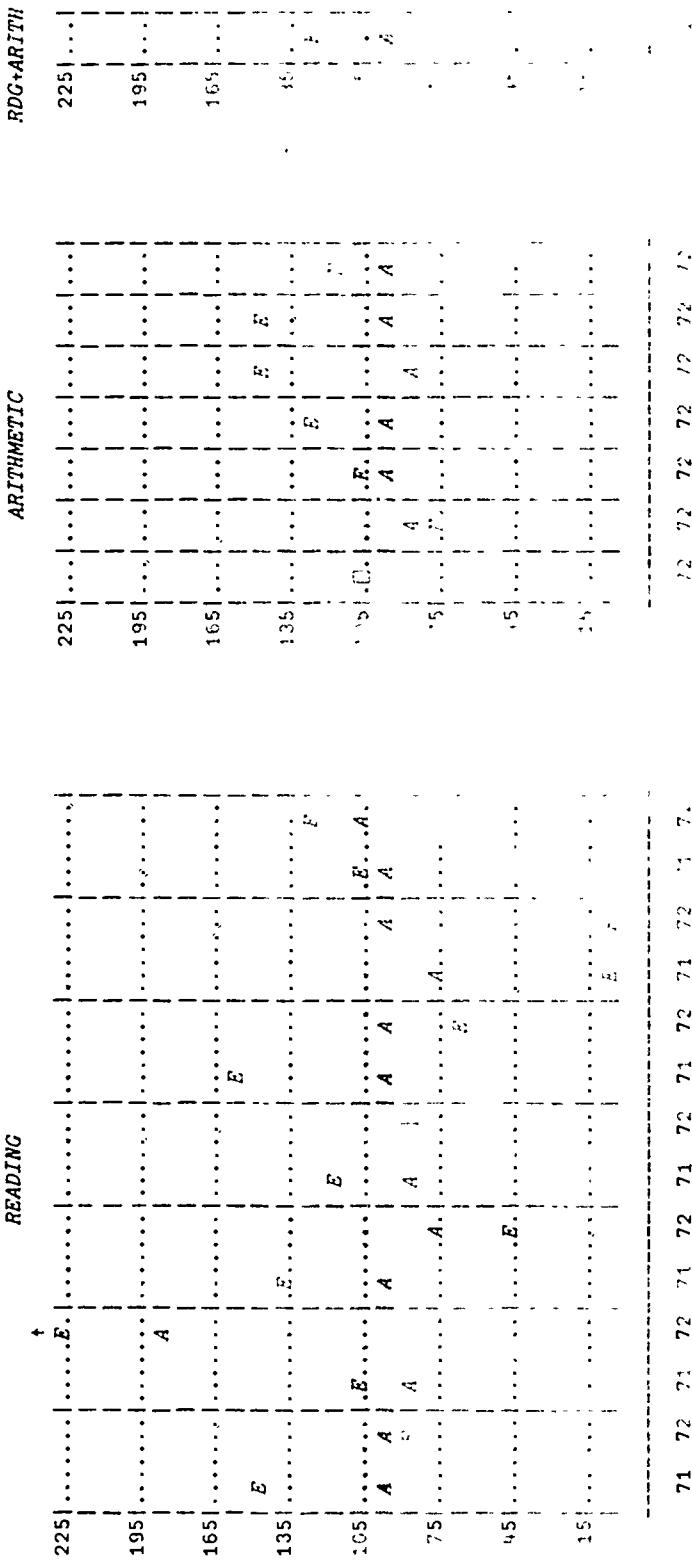
GRADE	GAIN-RATE OF EFFECTIVENESS (\bar{E})						INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)							
	READING			RDG + ARITH			READING			ARITH			RDG			SYSTEM-WIDE			ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	125	100	50	75	70	67	63	65	1.8	1.7	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
3	0	75	:00	88	51	59	59	59	2.2	2.2	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
4	43	75	71	73	57	55	70	63	2.6	3.3	3.3	3.3	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
5	80	67	50	59	60	60	77	69	3.4	4.4	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
6	-80				48								4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7
7	112				60								4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7
2-7	47	79	68	74	58	60	67	64												

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 2.83 \$ 0.26 \$ 0.19
\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

HOME PARK ELEMENTARY SCHOOL

READING



CBDADE 3 2 2 2 2

EFFECTIVE AND ACCEPTABLE, EVEN IF THE GRADE 2 3 4 5 6 / 2-7

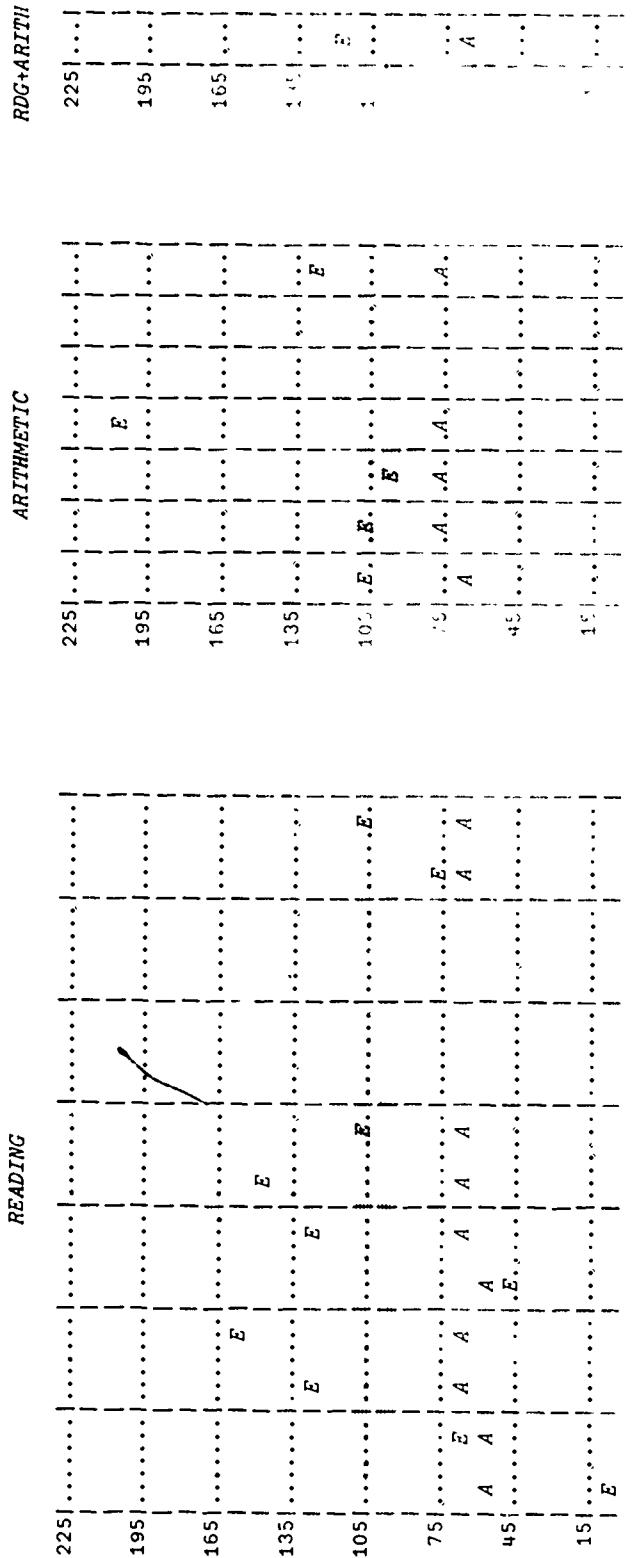
INDEX OF ACCEPTABILITY (A)

GRADE	READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL		SYSTEM-WIDE		ACCEPTABLE			
	FY71	FY72	ARITH		FY71	FY72	ARITH		FY71	FY72	RDG		ARITH		FY71	FY72
			FY72	FY72			FY72	FY72			RDG	ARITH	RDG	ARITH		
2	140	88	100	94	93	93	100	97	2.5	2.7	2.4	2.3	2.5	2.7	2.7	2.7
3	100	486	75	281	84	186	89	138	6.9	3.3	2.8	2.9	3.4	3.7	3.7	3.7
4	133	45	100	73	98	72	96	84	3.4	4.5	3.3	4.0	4.8	5.7	4.7	4.7
5	117	80	125	103	88	84	96	90	4.8	5.5	3.9	4.9	6.0	5.7	5.7	5.7
6	150	67	140	104	97	90	88	89	6.0	5.9	4.4	5.3	7.6	6.7	6.7	6.7
7	0	0	140	70	77	99	91	95	7.6	7.0	4.8	6.0	7.7	7.7	7.7	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:		GENERAL FUND\$	COMPENSATORY	LOCAL	SCHOOL	<u>SYSTEM-WIDE</u>
FUNDS	ADA					
	\$ 0.17	\$ 0.17	\$ 0.02	\$ 0.17	\$ 0.19	\$.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOPE, JOHN ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY 0: E AND A ARE EQUAL

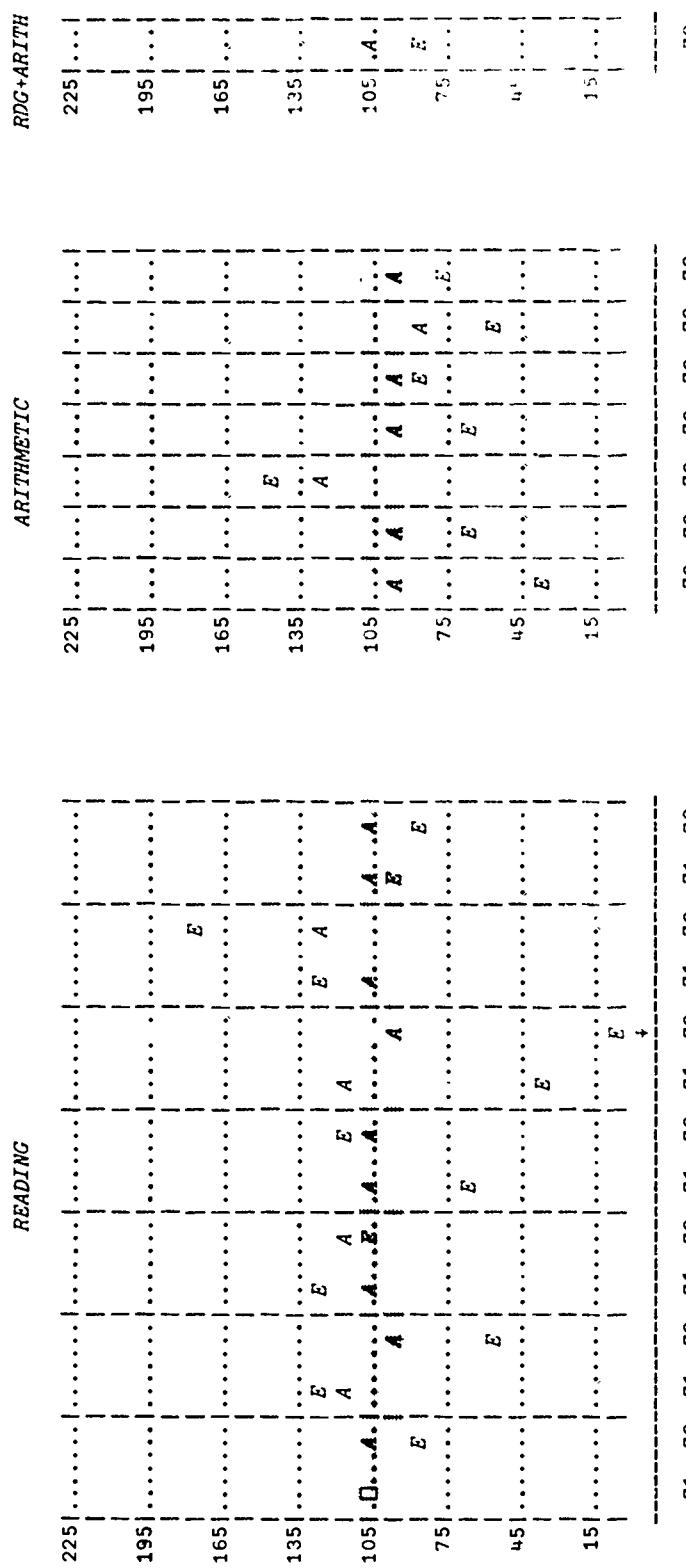
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)						SYSTEM-WIDE RDG ARITH			ACCEPTABLE NAT'L NORM			
	READING FY71			ARITH FY72			READING FY71			ARITH FY72			RDG + ARITH FY72			ACTUAL RDG ARITH			SYSTEM-WIDE RDG ARITH			ACCEPTABLE NAT'L NORM			
	2	3	4	5	6	7	2-7	2-7	2-7	2-7	2-7	2-7	2	3	4	5	6	7	2-7	2	3	4			
2	2	0	67	100	84	59	59	67	63	1.6	1.8	2.2	2.3	2.7											
3	3	120	150	100	125	65	62	76	69	2.3	2.8	2.8	2.9	3.7											
4	4	40	120	90	105	57	62	74	68	2.9	3.5	3.3	4.0	4.7											
5	5	140	100	200	150	65	60	79	70	3.4	4.5	3.9	4.9	5.7											
6	6																								
7	7	75	109	123	116	62	61	74	68	4.8	4.8	6.0	6.7	7.7											
2-7	2-7																								

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 2.62 \$ 0.13 \$ 0.19
\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

HOPE, R. L. ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY [:] : E AND A ARE EQUAL

GRADE LEVEL (APRIL 1972)
2-7

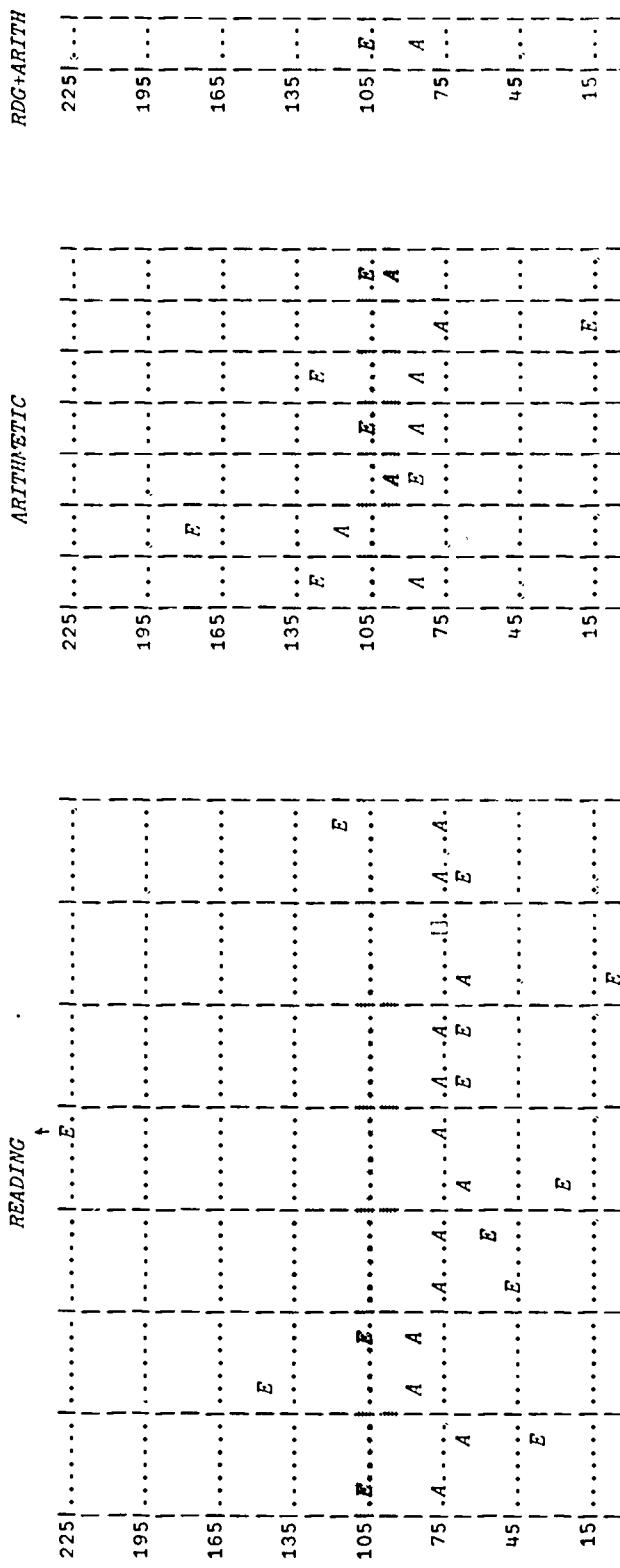
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING			RDG + ARITH			SYSTEM-WIDE ACCEPTABLE		
	READING	RDG	ARITH	READING	RDG	ARITH	READING	RDG	ARITH
2	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72
3	100	89	33	61	104	93	99	2.8	2.2
4	125	56	60	58	114	95	96	3.5	3.6
5	125	108	145	127	102	111	117	5.2	5.8
6	67	114	67	91	105	98	102	6.0	5.6
7	125	171	50	111	106	125	91	6.0	4.4
2-7	96	86	73	80	107	105	98	9.6	6.8

GRADE	EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND			LOCAL SCHOOL			SYSTEM-WIDE		
	GENERAL	COMPENSATORY	GENERAL	GENERAL	COMPENSATORY	GENERAL	GENERAL	COMPENSATORY	GENERAL
	\$ 0.25	\$ 0.01	\$ 0.25	\$ 0.01	\$ 0.19	\$ 0.90			

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HOMELL, E. P. ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



EFFECTIVENESS A:ACCEPTABILITY J:E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

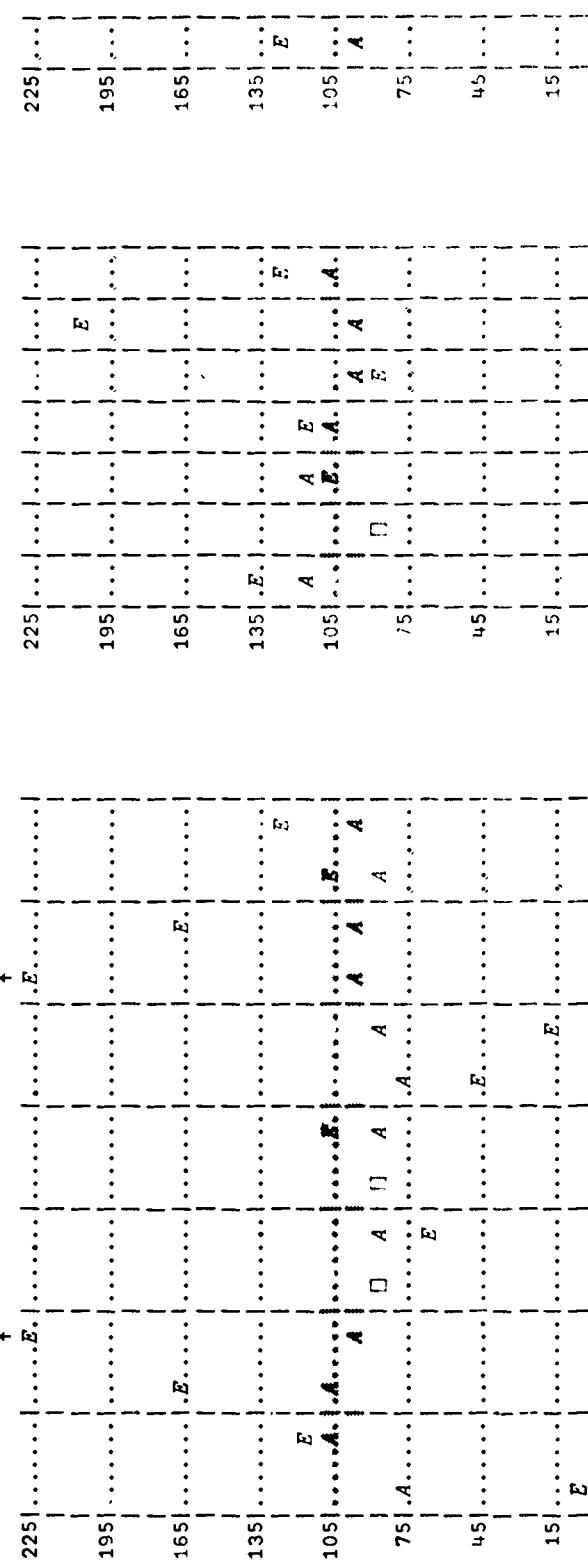
GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING FY71	READING FY72	ARITH FY71	ARITH FY72	READING FY71	READING FY72	ARITH FY71	ARITH FY72	ACTUAL RDG	ACTUAL ARITH	SYSTEM-WIDE RDG	SYSTEM-WIDE ARITH
2	100	38	125	82	78	63	85	74	1.7	2.3	2.2	2.3
3	143	100	178	139	84	89	114	102	3.3	4.2	2.8	2.9
4	43	54	85	70	77	72	96	84	3.4	4.5	3.3	3.7
5	20	350	100	225	65	77	89	83	4.4	5.1	3.9	4.7
6	67	67	125	96	78	72	84	78	4.8	5.6	4.4	5.3
7	0	71	17	44	68	74	79	77	5.7	6.1	4.8	6.0
2-7	62	113	105	109	75	75	91	83			7.7	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUND LOCAL SCHOOL FUND SYSTEM-WIDE
COMPENSATORY \$ 0.13 \$ 0.00 \$ 0.19
\$ 0.90

*PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72*

HOWELL, MINNIE ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

READING ARITHMETIC DRILL



E: EFFECTIVENESS A: ACCEPTABILITY J: F AND A ARE EQUAL

INDEX OF ACCENTABILITY 11

GRADE LEVEL / ABILITY 1873

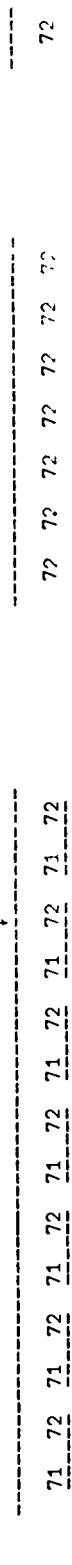
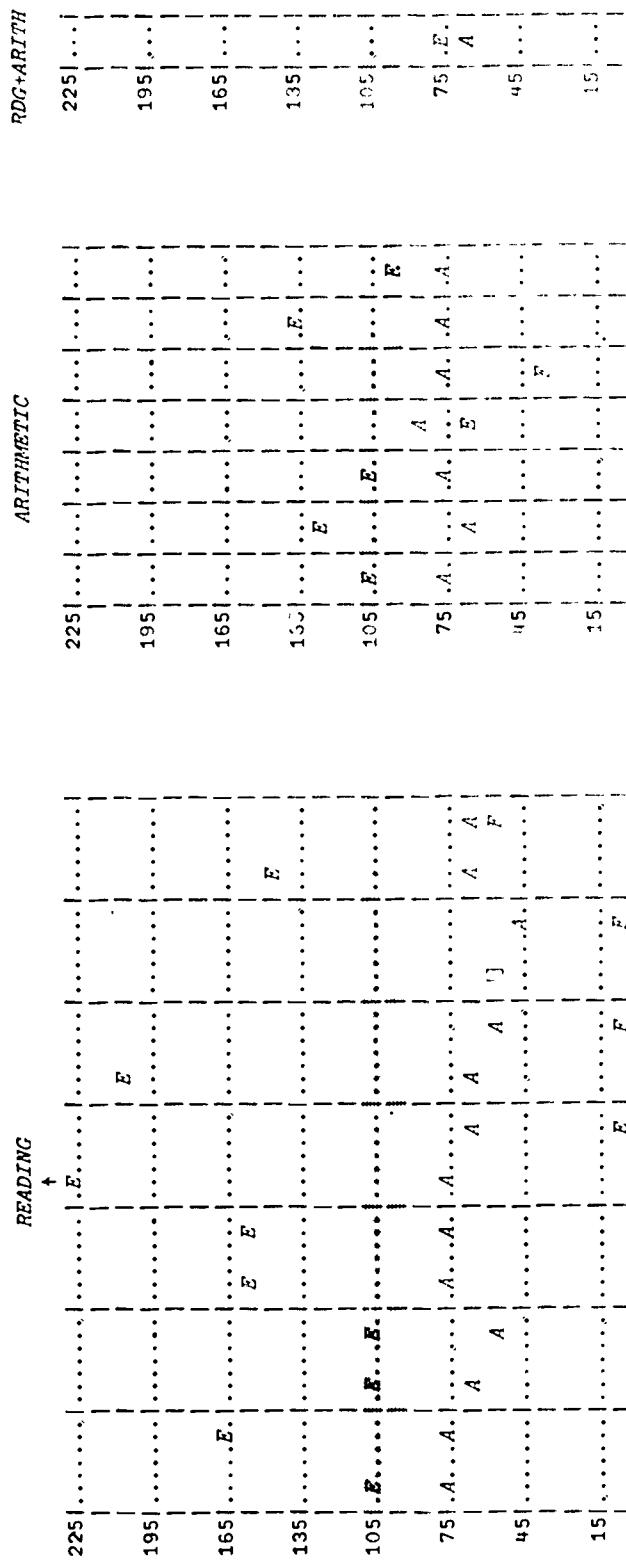
CAMPUS EVENT, APPENDIX 1972.

GRADE LEVEL 'APRIL 1972'	
GAIN-RATE OF EFFECTIVENESS (E) RDG +	INDEX OF ACCEPTABILITY (A) RDG +
GRADE 2 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 3 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 4 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 5 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 6 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 7 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 8 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 9 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 10 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 11 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72
GRADE 12 : EFFECTIVENESS A:ACCEPTABILITY 0.E AND A ARE EQUAL	2-7
71 72 71 72 71 72 71 72 71 72 71 72	72 72 72 72 72 72 72 72 72 72

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
			\$.14	\$.12	\$.19
		<u>COMPENSATORY</u>			\$.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HUBERT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN RATE OF EFFECTIVENESS (E)

INDEX 25 ACCEPTABILITY (A)

GRADE LEVEL (APRIL 1972)

GRADE	READING							ARITHMETIC						
	FY71		FY72		RDG + ARITH		FY71		FY72		RDG + ARITH		FY71	
2	71	72	71	72	71	72	71	72	71	72	71	72	71	72
3	71	72	71	72	71	72	71	72	71	72	71	72	71	72
4	71	72	71	72	71	72	71	72	71	72	71	72	71	72
5	71	72	71	72	71	72	71	72	71	72	71	72	71	72
6	71	72	71	72	71	72	71	72	71	72	71	72	71	72
7	71	72	71	72	71	72	71	72	71	72	71	72	71	72
2-7	71	72	71	72	71	72	71	72	71	72	71	72	71	72

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE LEVEL (APRIL 1972)

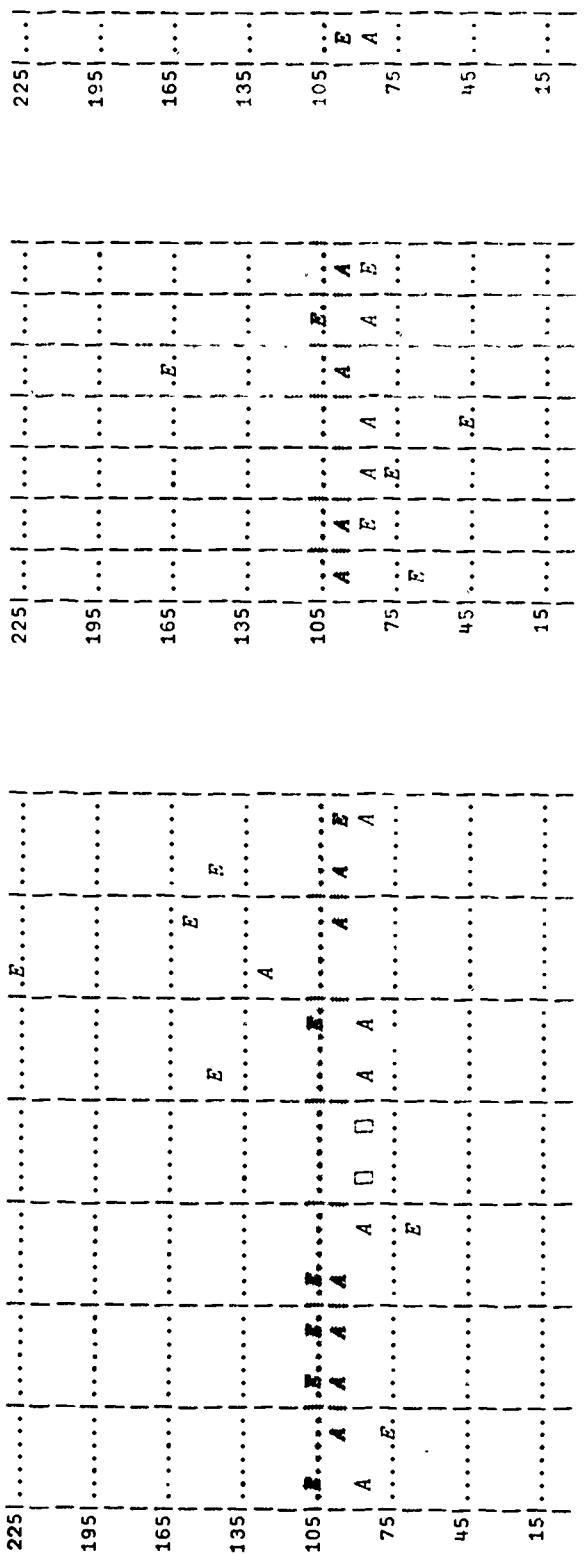
GRADE	READING							ARITHMETIC						
	FY71		FY72		RDG + ARITH		FY71		FY72		RDG + ARITH		FY71	
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	150	150	150	150	150	150	150	150	150	150	150	150	150	150
5	280	280	280	280	280	280	280	280	280	280	280	280	280	280
6	200	200	200	200	200	200	200	200	200	200	200	200	200	200
7	147	147	147	147	147	147	147	147	147	147	147	147	147	147
2-7	147	147	147	147	147	147	147	147	147	147	147	147	147	147

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS
LOCAL SCHOOL \$ 0.28
COMPENSATORY \$ 0.45
SYSTEM-WIDE \$ 0.19

ACCEPTABLE
SYSTEM-WIDE
RDG ARITH
NAT'L NORM
ACCEPTABLE
SYSTEM-WIDE
RDG ARITH
NAT'L NORM

HUMPHRIES ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

ARITHMETIC READING



— 1 —

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

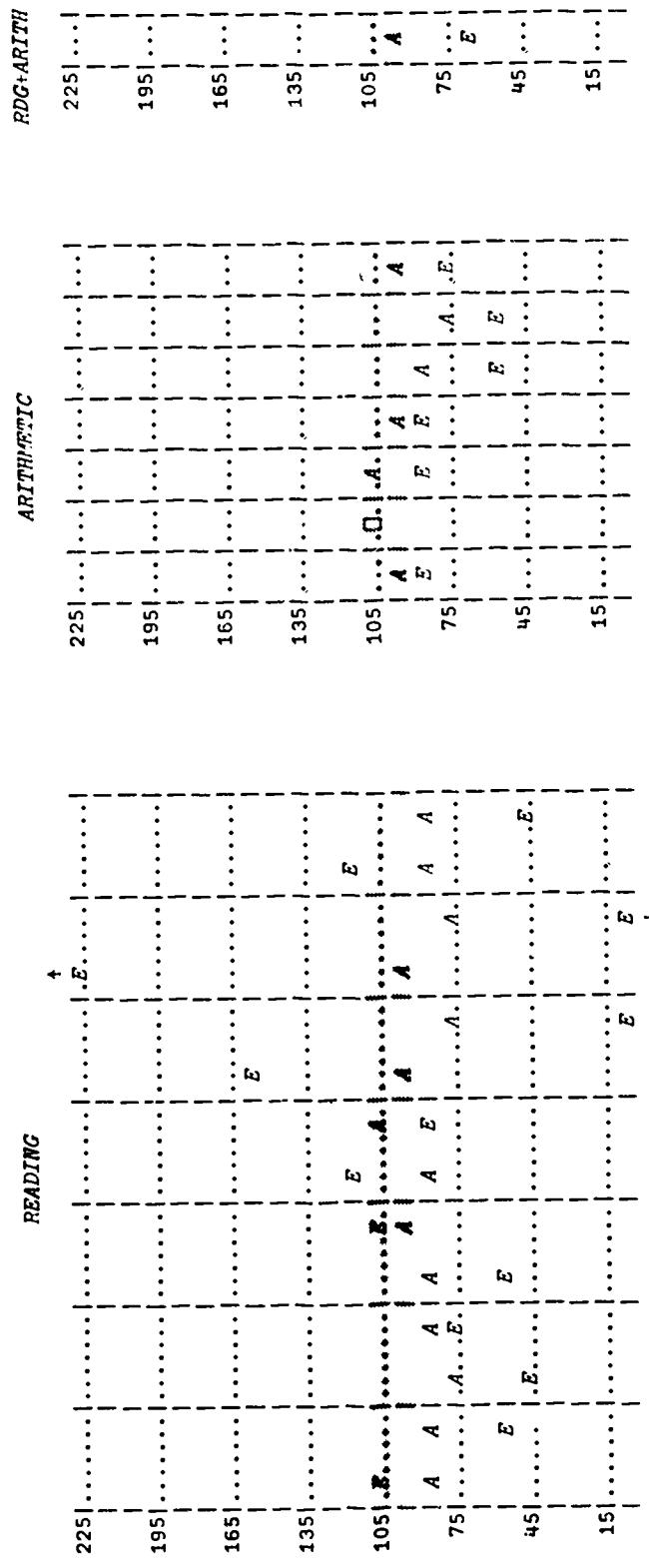
MAIN-RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A)

READING ARITH RDG + RDG : ACTUAL SYSTEM-WIDE ACCEPT

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

HUTCHINSON ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE 71 72 71 72 71 72 71 72 71 72

GRADE 2 3 4 5 6 7 2-7

GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITH		READING		ARITH		RDG + ARITH		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	LOCAL SCHOOL	FUNDS	GENERAL COMPENSATORY	SYSTEM-WIDE
2	100	56	89	73	89	85	96	91	2.3	2.6	2.2	2.3	2.7	\$ 0.22	\$ 0.19	
3	40	71	100	86	78	89	100	95	3.3	3.7	2.8	2.9	3.7			
4	50	107	85	96	89	91	104	98	4.3	4.9	3.3	4.0	4.7			
5	117	86	80	85	84	102	95	99	5.8	5.4	3.9	4.9	5.7			
6	150	0	50	25	93	72	87	80	4.8	5.8	4.4	5.3	6.7			
7	243	38	50	6	95	70	79	75	5.4	6.1	4.8	6.0	7.7			
2-7	117	47	76	62	89	85	94	90						\$ 0.20	\$ 0.90	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL

COMPENSATORY

SYSTEM-WIDE

\$ 0.22

\$ 0.20

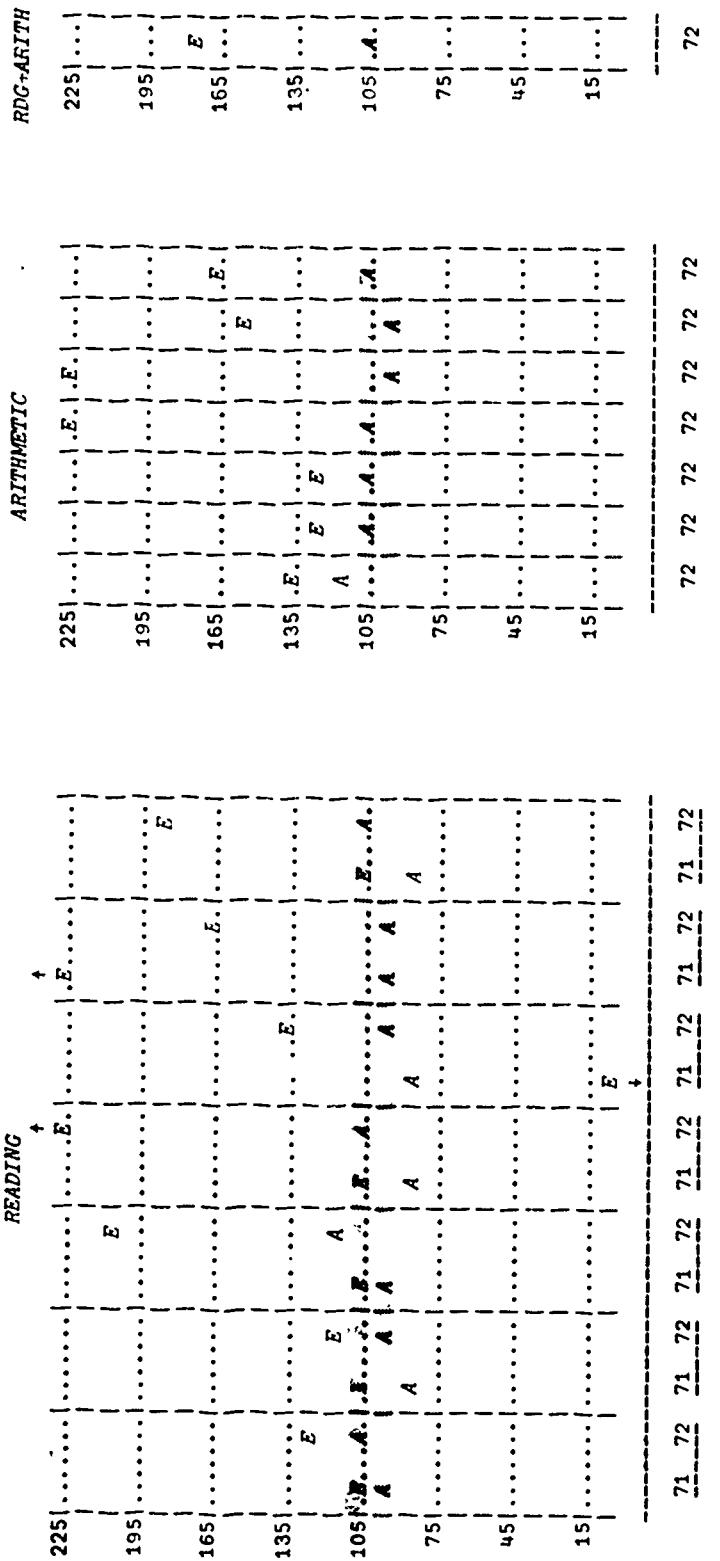
\$ 0.19

\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

INMAN ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

ARITHMETIC
READING



E: EFFECTIVENESS A: ACCEPTABILITY D:E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE FIFTEEN (ADDITIONAL INFORMATION)

GRADE LEVEL 1972 ACTUAL SYSTEM-WIDE ACCEPTED
 RDG ARITH PGD ARITH CHAT'V
 FY72

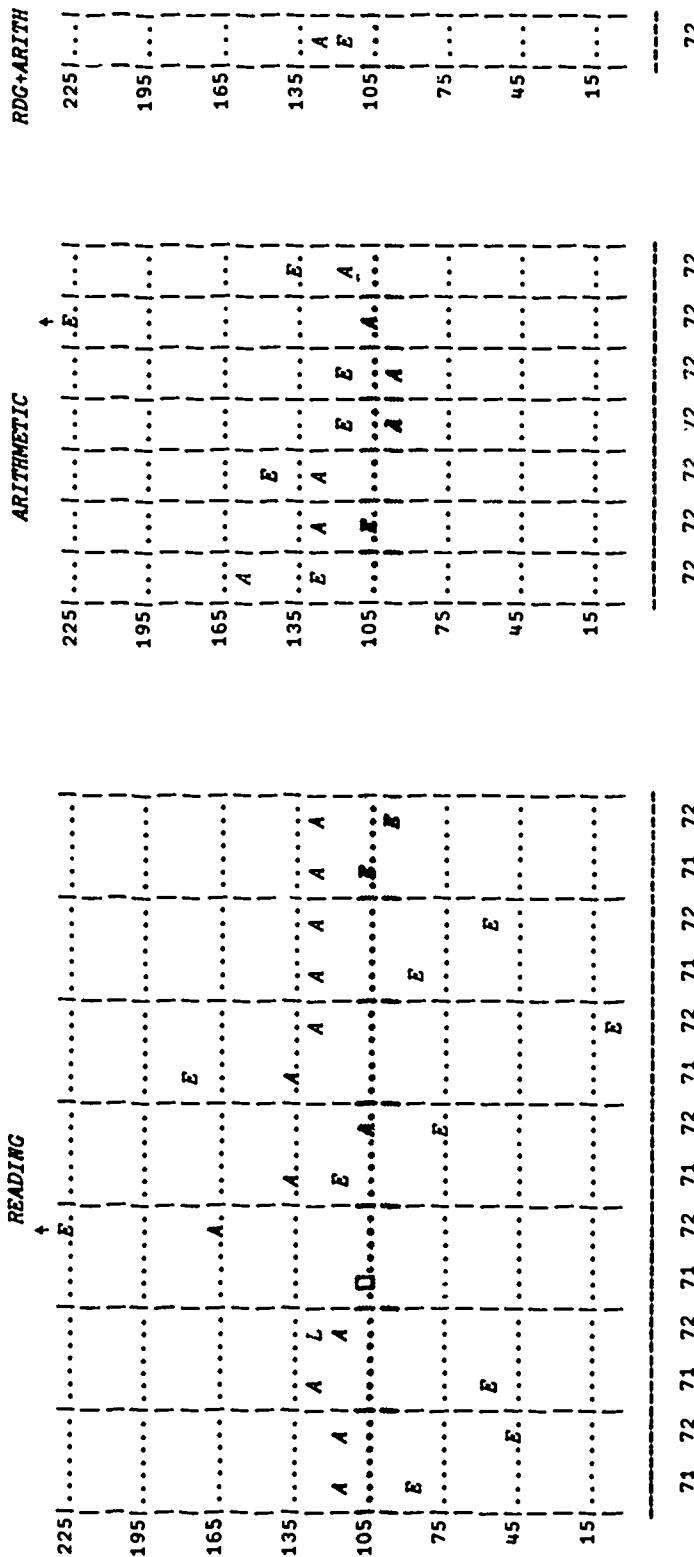
112	2.8	3.2	2.2	2.3	2.7
103	3.6	4.0	2.8	2.9	3.7
114	5.6	5.1	3.3	4.0	4.7
105	5.8	6.1	3.9	4.9	5.7
95	6.2	6.5	4.4	5.3	6.7
93	7.2	7.0	4.8	6.0	7.7
104					

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

	GENERAL FUND	LOCAL SCHOOL	SYSTEM-WIDE
CONVENTORY	\$ 0.08	\$ 0.09	\$ 0.19
			\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

JACKSON ELEMENTARY SCHOOL **GROUP I: EFFECTIVE AND ACCEPTABLE**



A: ACCEPTABILITY B: EQUITY

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE LEVEL (APRIL 1973)

INDEX OF ACCEPTABILITY (A)

三

GRADE	READING		READING		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARTH	RDG	ARTH
2	83	44	123	84	115	115	152	134	3.1	4.1
3	50	125	100	113	124	119	122	121	4.4	4.5
4	100	291	142	217	106	162	126	144	7.6	5.9
5	117	75	117	96	139	102	98	100	5.8	5.6
6	175	0	114	57	136	128	97	113	8.6	6.5
7	80	50	229	140	129	129	109	119	8.4	4.8
2-7	101	98	138	118	125	126	117	122	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

J. JOHNSON ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

ARITHMETIC
READING

MATERIALS						
225	E	E	E	E	E	E
195	E	E	E	E	E	E
165	E	E	E	E	E	E
135	E	E	E	E	E	E
105	A	A	A	A	A	A
75	A	A	A	A	A	A
45	A	A	A	A	A	A
15	E	E	E	E	E	E
225	E	E	E	E	E	E
195	E	E	E	E	E	E
165	E	E	E	E	E	E
135	E	E	E	E	E	E
105	E	E	E	E	E	E
75	A	A	A	A	A	A
45	A	A	A	A	A	A
15	E	E	E	E	E	E

EFFECTIVENESS GRADE 2 3 4 5 6 7 8
A:ACCEPTABILITY 0:E AND A ARE EQUAL

2 3 4 5 6 7 2-7

INDEX OF ACCEPTABILITY

گرامیت (Gramite)

EXPENDITURE PER UNIT OF EFFECTIVENESS

FUNDS	LOCAL	SCHOOL	SIXTY-NINE
GENERAL	\$ 0.13		\$ 0.13
COMPENSATORY	\$ 2.61		\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, JEROME ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING							ARITHMETIC										
		E			A			E			A			E			A		
		GRADE	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	
EFFECTIVENESS	A:ACCEPTABILITY	2	5	6	7	2-7													
EFFECTIVENESS	A:ACCEPTABILITY	3	4	5	6	7													
EFFECTIVENESS	A:ACCEPTABILITY	4	6	7	8	9													
EFFECTIVENESS	A:ACCEPTABILITY	5	7	8	9	10													
EFFECTIVENESS	A:ACCEPTABILITY	6	8	9	10	11													
EFFECTIVENESS	A:ACCEPTABILITY	7	9	10	11	12													
EFFECTIVENESS	A:ACCEPTABILITY	2-7	89	137	99	118													

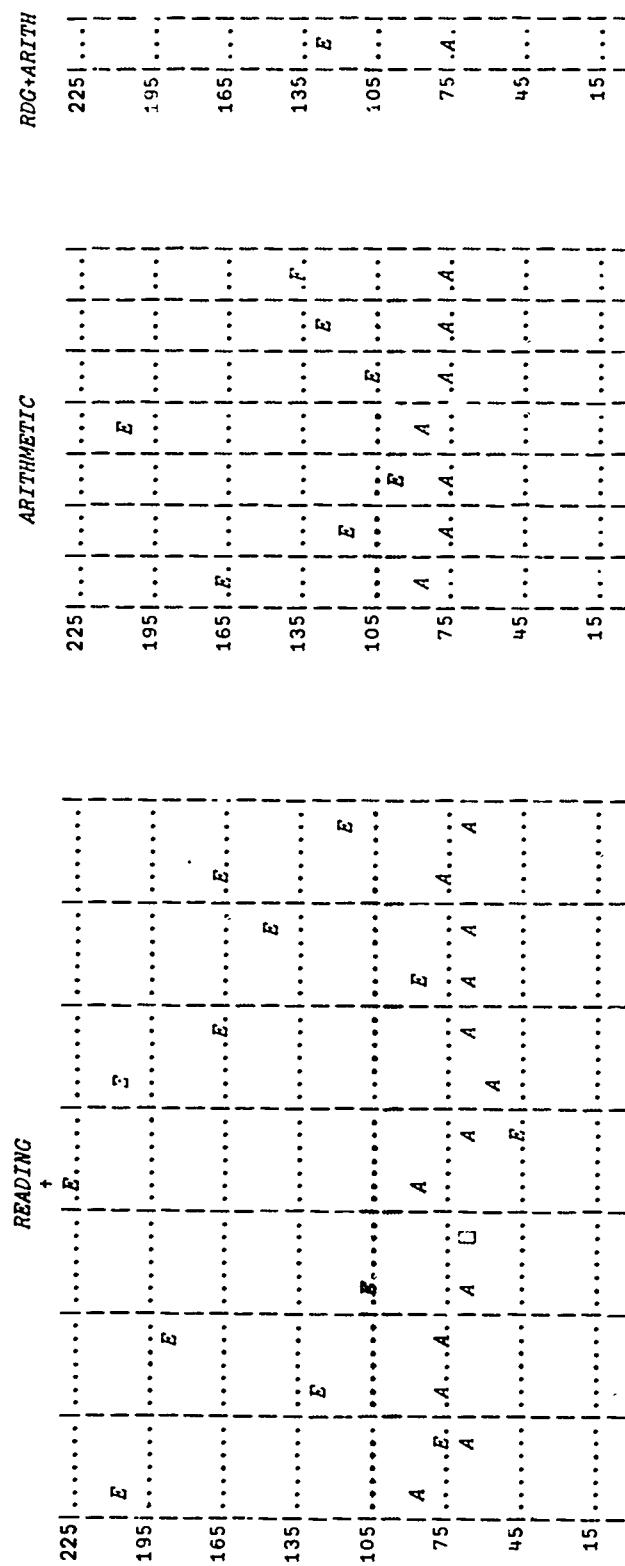
GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (MILL. 1972)		
	READING			RDG + ARITH			SYSTEM-WIDE RDG ARITH		
	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	(NAT'L. NORM)
2	90	120	100	110	63	67	74	71	1.8
3	133	133	83	108	76	73	76	75	2.7
4	60	67	67	67	68	68	83	76	2.9
5	0	100	133	117	63	65	86	76	3.7
6	133	300	133	217	64	64	81	73	4.0
7	125	100	75	88	62	62	75	69	4.7
2-7	89	137	99	118	66	67	79	73	5.7
									6.7
									7.7
									8.0
									8.7
									9.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE

	GENERAL	\$ 0.10	\$ 0.19
COMPENSATORY	\$ 0.88	\$ 0.90	

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, JESSIE MAE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



EFFECTIVENESS **GRADE** **2** **3** **4** **5** **6** **7** **2**

GRADE	GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)			
	READING		RDG +		RDG +	
	FY71	FY72	ARITH	FY71	ARITH	FY72
2	200	75	167	121	85	67
3	129	180	117	149	70	70
4	100	67	92	80	68	66
5	280	40	200	120	81	63
6	200	167	100	134	54	61
7	83	140	125	133	62	60
2-7	165	112	134	123	70	65

GRADE LEVEL (APRIL 1977)		ACCEPTABLE	
ACTUAL RDG	ARITH	SYSTEM-WIDE RDG	ARITH
1.8	2.2	2.2	2.3
2.6	2.8	2.8	2.9
3.1	3.5	3.3	4.0
3.6	4.6	3.9	4.9
4.1	5.1	4.4	5.3

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
			\$ 0.16	\$ 0.16	\$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

JONES, M. AGNES ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING						ARITHMETIC						RDG+ARITH	
		E.			A.			E.			A.			225|...|	
		195	165	135	105	75	45	15	195	165	135	105	75	45	15
GRADE	2	72	71	72	71	72	71	72	71	72	71	72	72	72	72
EFFECTIVENESS		2	3	4	5	6	7	2-7					2	3	4
A:ACCEPTABILITY													5	6	7
D:A AND E ARE EQUAL													2-7		

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

EFFECTIVENESS A:ACCEPTABILITY D:E AND A ARE EQUAL

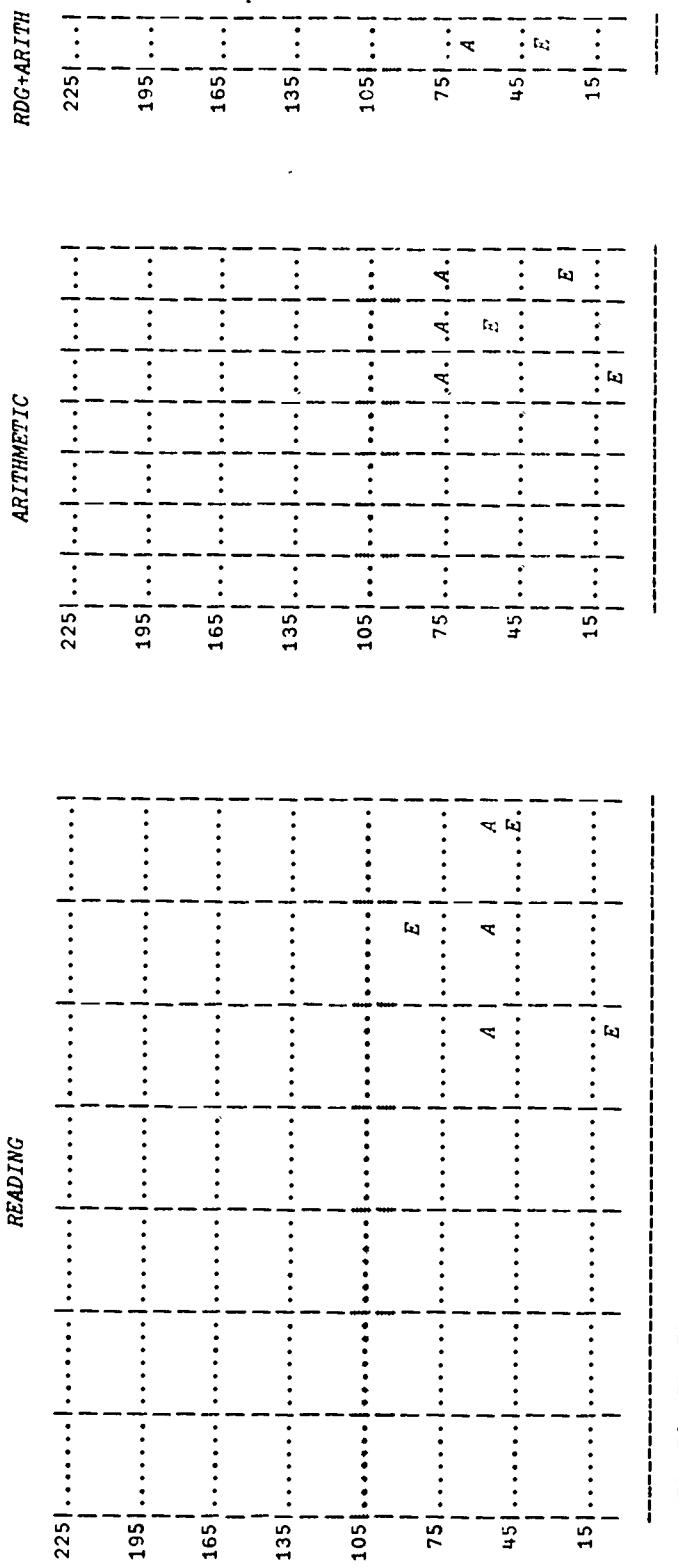
GAIN-RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A) GRADE LEVEL (APRIL 1972)

GRADE	READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	(NAT'L NORM)	(NAT'L NORM)
2	160	60	57	59	89	70	67	69	1.9	1.8	2.2	2.3	2.7	
3	40	100	57	79	70	70	70	70	2.6	2.6	2.8	2.9	3.7	
4	150	160	75	118	83	75	77	89	4.4	5.1	3.3	4.0	4.7	
5	220	100	163	61	69	78	74	76	4.6	5.2	4.4	5.3	5.7	
6	67	225	100	150	60	73	78	76	5.6	6.0	4.8	6.0	6.7	
7	0	200	100	114	78	73	72	76	74				7.7	
2-7	106	149												

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: FUNDS LOCAL SCHOOL SYSTEM-WIDE

FUNDS	GENERAL	\$ 0.12	SYSTEM-WIDE
GENERAL	COMPENSATORY	\$ 0.44	\$ 0.19
COMPENSATORY			\$ 0.90

*PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72*



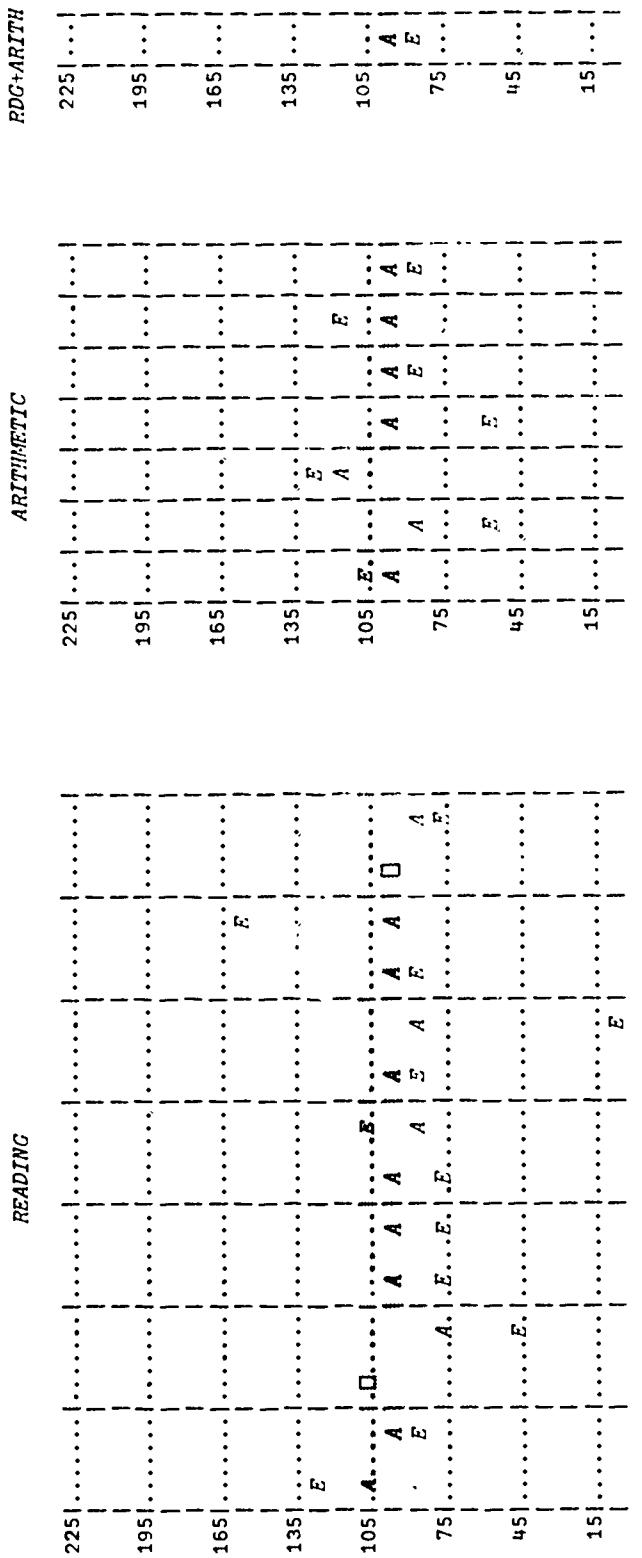
E: EFFECTIVENESS A: ACCEPTABILITY U: E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)		INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)	
GRADE	READING FY71	ARITH FY72	READING FY71	ARITH FY72	RDG + ARITH FY72	RDG ARITH FY72	SYSTEM-WIDE RDG ARITH NAT'L NORM)
2							
3							
4							
5							
6	0	0	0	0	55	73	64
7	80	50	65	33	56	74	65
2-7	40	25	33	56	74	65	

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF BEADING AND ARITHMETIC PROGRAMS, 1971-72

UNIVERSITY ELEMENTARY SCHOOL GROUP IV: "NOT EFFECTIVE BUT ACCEPTABLE"



GRADE	1	2	3	4	5	6	7	8	9	10	11	12
EFFECTIVENESS	1	2	3	4	5	6	7	8	9	10	11	12
ACCEPTABILITY	1	2	3	4	5	6	7	8	9	10	11	12

SPECIFIC AND ACCEPTABLE LEVEL OF PERFORMANCE

INDEX OF ACCEPTABILITY (A)

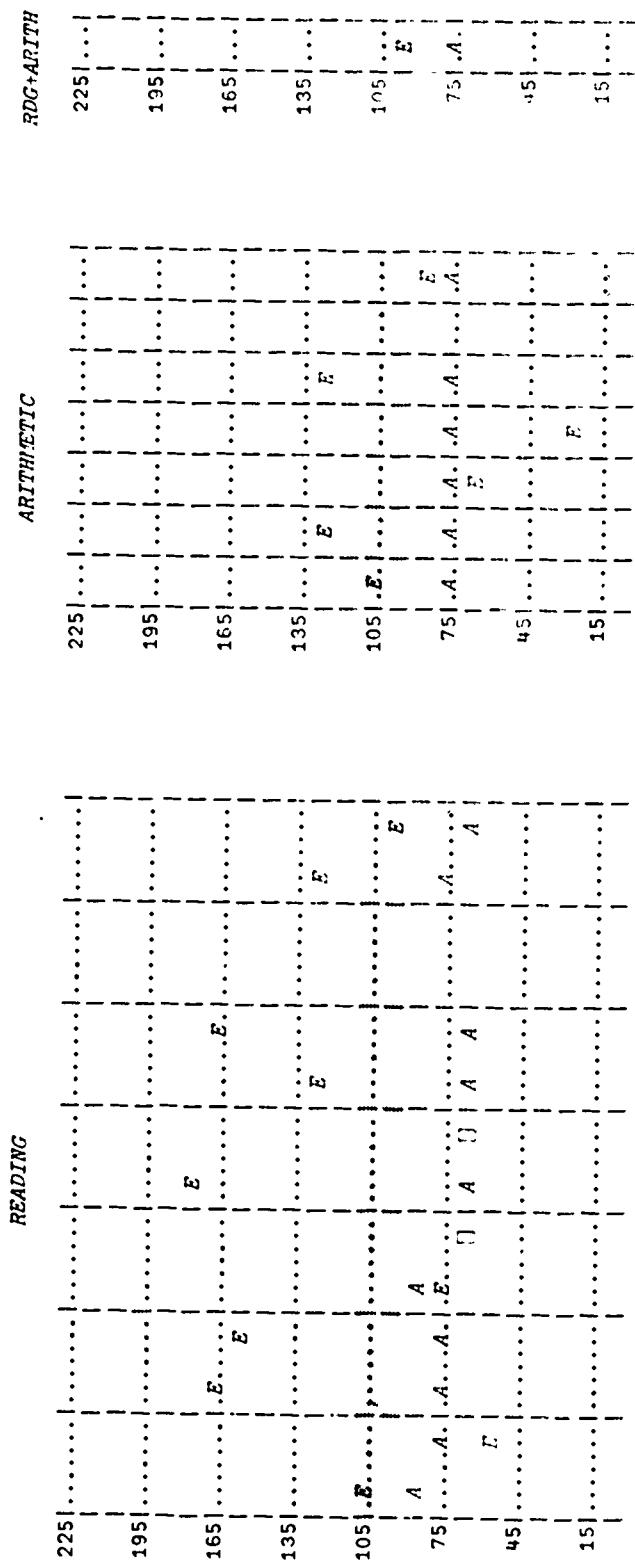
GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITH.		ARITH.		ARITH.		ARITH.		ARITH.	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	120	88	100	94	104	93	93	93	2.5	2.5	2.2	2.3
3	100	40	57	46	100	78	86	82	2.9	3.2	2.8	2.9
4	75	73	125	99	94	91	113	102	4.3	5.3	3.3	4.0
5	75	100	50	75	98	88	91	90	5.0	5.2	3.9	4.9
6	86	0	83	42	93	81	91	86	5.4	6.1	4.4	5.3
7	86	157	117	137	99	99	94	97	7.6	7.2	4.8	6.0

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA - FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
COMPENSATORY	\$ 0.12	\$ 0.18	\$ 0.12	\$ 0.19	\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

KIRKWOOD ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY \square : E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

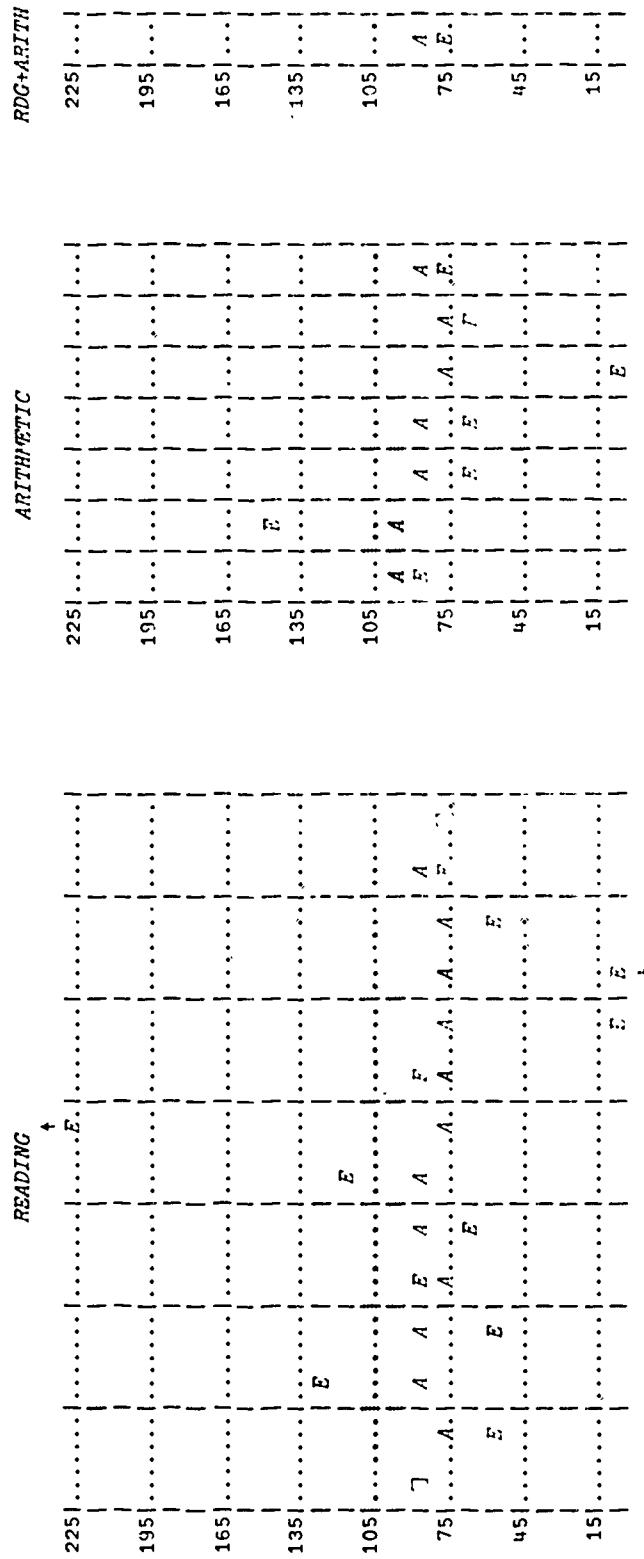
GRADE LEVEL (APRIL 1972)

GRADE	INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)						
	READING		ARITH		RDG + ARITH		READING		ARITH		SYSTEM-WIDE ACCEPTABLE		
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	(MATH. NORM)
2	100	50	100	75	81	70	74	72	1.9	2.0	2.2	2.7	
3	160	150	120	135	76	73	73	73	2.7	2.7	2.8	3.7	
4	71	60	64	62	91	68	74	71	3.2	3.5	3.3	4.7	
5	175	60	25	43	68	65	79	72	3.7	4.5	3.9	5.7	
6	125	167	125	146	61	61	76	69	4.1	5.1	4.4	6.7	
7	126	97	87	92	73	67	75	71	4.8	6.0	7.7		
2-7													

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY \$ 0.07 LOCAL SCHOOL \$ 0.16 SYSTEM-MDPE \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

LAKEMOOD ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



GRADE	INDEX OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		ARITHM		READING		ARITHM		READING		ARITHM	
GRADE	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	71	72	71	72	71	72	71	72	71	72	71	72
3	72	71	125	57	143	100	86	81	97	89	3.0	3.6
4	72	71	83	67	69	68	79	81	89	85	3.8	4.2
5	72	71	117	67	150	88	77	81	79	77	4.1	4.6
6	72	71	80	0	0	0	75	75	79	77	5.0	5.3
7	72	71	50	57	60	59	70	73	78	76	5.6	6.0
2-7	73	79	73	71	75	81	77	86	82	82	4.8	6.0

E: EFFECTIVENESS A: ACCEPTABILITY (1:E AND A ARE EQUAL)

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

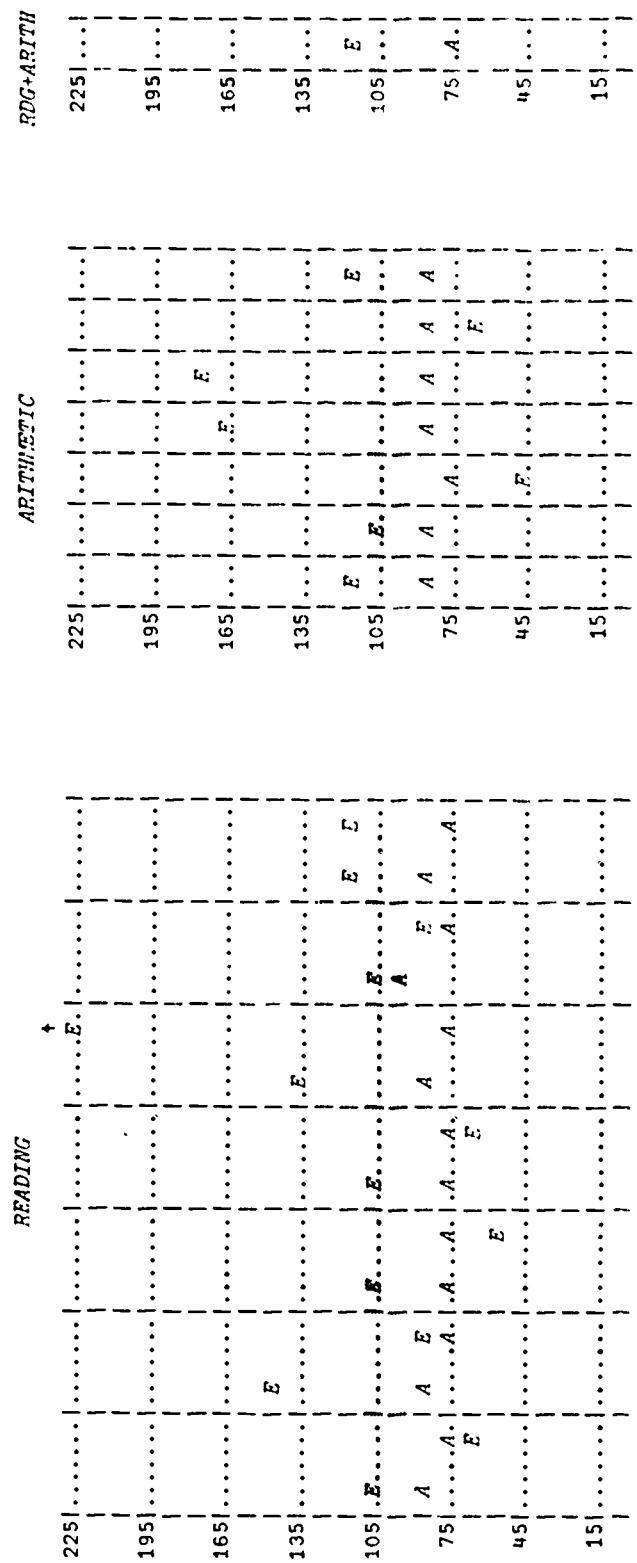
GRADE	GAIN-RATE OF EFFECTIVENESS (E)				GAIN-RATE OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		ARITHM		READING		ARITHM		READING		ARITHM	
GRADE	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	83	57	88	73	85	74	93	84	2.0	2.5	2.2	2.7
3	125	57	143	100	86	81	97	89	3.0	3.6	2.8	3.7
4	83	67	69	68	79	81	89	85	3.8	4.2	3.3	4.7
5	117	67	150	88	77	81	79	77	4.1	4.6	3.9	5.7
6	80	0	0	0	75	75	79	77	5.0	5.3	4.4	6.7
7	50	57	60	59	70	73	78	76	5.6	6.0	4.8	7.7
2-7	73	79	71	75	81	77	86	82				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.19 \$ 0.19
\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

ELGIN ELEMENTARY SCHOOL

PREGNANCY



EFFECTIVENESS AND ACCEPTABILITY ARE EQUAL

THE ESTATE AND THE WILL OF FREDERICK MARSH

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2

GRADE	READING FY71	ARITH FY72	ARITH FY72	READING FY71	ARITH FY72	ARITH FY72	ACTUAL		SYSTEM-WIDE		ACCEPTABLE (MATH NORM)
							RDG	ARITH	RDG	ARITH	
2	100	67	114	91	85	74	85	80	2.0	2.3	2.7
3	140	83	100	92	84	78	81	80	2.9	3.0	2.8
4	100	50	46	48	77	72	79	76	3.4	3.7	3.3
5	100	60	167	114	77	77	86	82	4.4	4.9	4.0
6	133	350	175	263	81	72	85	79	4.8	5.7	5.7
7	100	83	60	72	21	74	82	78	4.4	5.3	6.7
8	100	83	60	72	21	74	82	78	5.7	6.3	7.7
9	100	83	60	72	21	74	82	78	4.8	5.0	5.7
10	100	83	60	72	21	74	82	78	5.7	6.3	7.7
11	100	83	60	72	21	74	82	78	4.8	5.0	5.7
12	100	83	60	72	21	74	82	78	5.7	6.3	7.7

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA FOR NY 72: GENERAL COMPENSATORY FUND)</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
\$ 0.19	\$ 0.14	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

LUCYF ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING						ARITHMETIC						RDG./arith				
		E	E	E	E	E	E	E	E	E	E	E	E	E	E			
225								225						225				
195								195						195				
165								165						165				
135								135						135				
105		E	E	E	E	E	E	105		E	E	E	E	105	E			
75	A...A.	A...A.	A...A.	A...A.	A...A.	A...A.	A...A.	75	A...A.	A...A.	A...A.	A...A.	A...A.	75	A..			
45								45						45				
15								15						15				
71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72			
GRADE	2	3	4	5	6	7	2-7					2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E, RDG.)

GRADE	READING		ARITH		READING		ARITH		READING		ARITH		ACTUAL RDG.		SYSTEM-WIDE RDG. ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG.	ARTH	RDG.	ARTH
2	125	100	86	93	78	74	81	78	2.0	2.2	2.2	2.3	2.7			
3	100	100	40	70	76	70	78	74	2.6	2.9	2.8	2.9	3.7			
4	60	200	75	138	72	70	77	74	3.3	3.6	3.3	4.0	4.7			
5	180	33	100	34	75	65	81	73	3.7	4.6	3.9	4.9	5.7			
6	5C	225	200	213	66	78	85	82	5.2	5.7	4.4	5.3	6.7			
7	100	0	133	67	65	60	79	70	4.6	6.1	4.8	6.0	7.7			
2-7	103	99	106	103	72	79	80	75								

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL FUND LOCAL SCHOOL \$ 0.16 SYSTEM-WIDE \$ 0.19

COMPENSATORY FUND LOCAL SCHOOL \$ 2.80 SYSTEM-WIDE \$ 0.90

		READING						ARITHMETIC						RDG./arith				
		E	E	E	E	E	E	E	E	E	E	E	E	E	E			
225								225						225				
195								195						195				
165								165						165				
135								135						135				
105		E	E	E	E	E	E	105		E	E	E	E	105	E			
75	A...A.	A...A.	A...A.	A...A.	A...A.	A...A.	A...A.	75	A...A.	A...A.	A...A.	A...A.	A...A.	75	A..			
45								45						45				
15								15						15				
71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72			
GRADE	2	3	4	5	6	7	2-7					2	3	4	5	6	7	2-7

E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

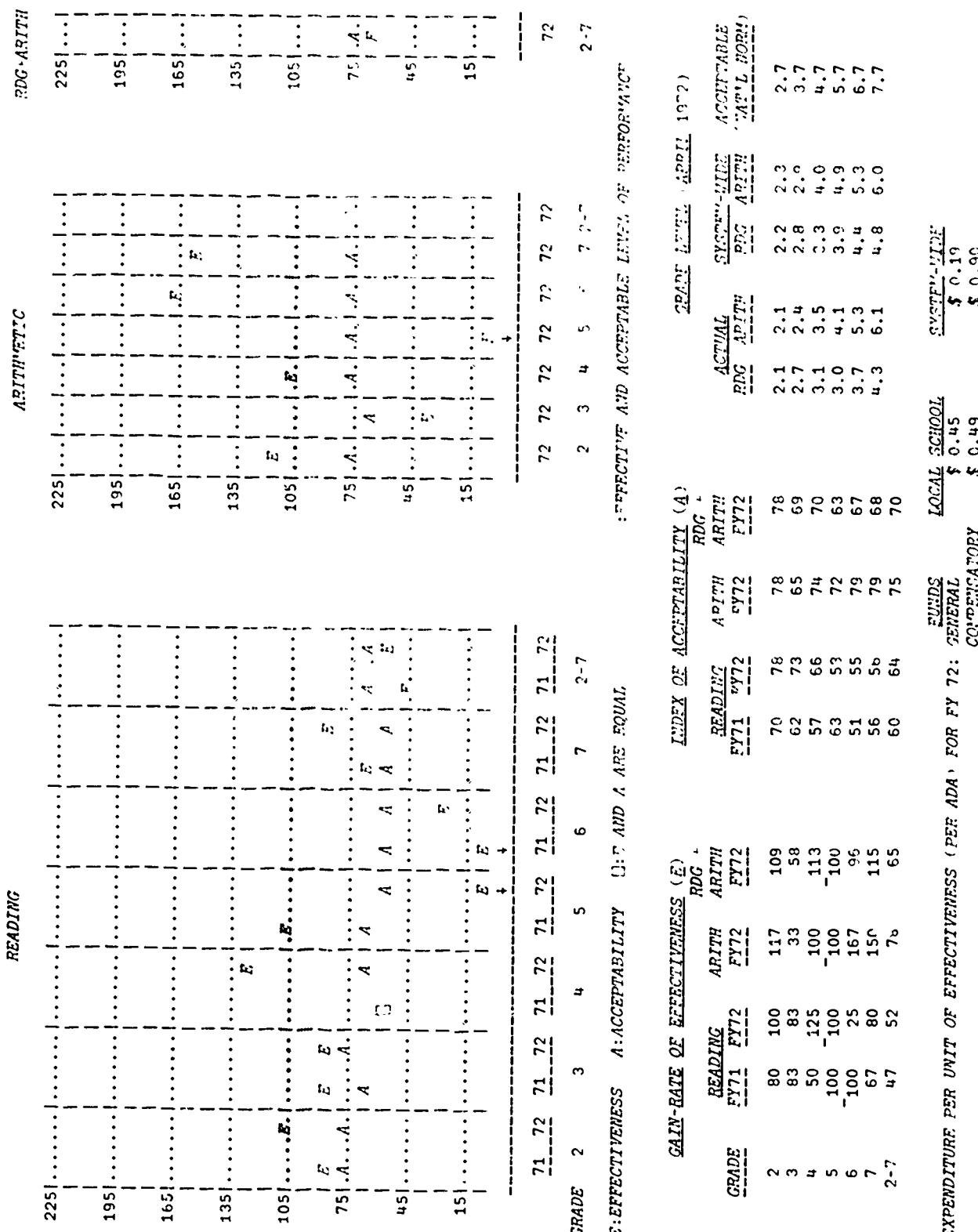
:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

INDEX OF ACCEPTABILITY (A)

		READING		ARITH		READING		ARITH		READING		ARITH		ACCEPTABLE RDG. ARITH		ACCEPTABLE RDG. ARITH (MATH. NORM.)	
		FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG.	ARTH	RDG.	ARTH
71	72	71	72	71	72	71	72	71	72	71	72	71	72	2.0	2.2	2.2	2.3
72	72	71	72	71	72	71	72	71	72	71	72	71	72	2.6	2.9	2.8	2.9
73	72	71	72	71	72	71	72	71	72	71	72	71	72	3.3	3.6	3.3	4.0
74	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	5.7	4.9	5.7
75	72	71	72	71	72	71	72	71	72	71	72	71	72	5.2	5.7	4.4	5.3
76	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	6.1	4.8	6.0
77	72	71	72	71	72	71	72	71	72	71	72	71	72	3.7	4.6	3.9	4.9
78	72	71	72	71	72	71	72	71	72	71	72	71	72	2.0	2.2	2.2	2.3
79	72	71	72	71	72	71	72	71	72	71	72	71	72	2.6	2.9	2.8	2.9
80	72	71	72	71	72	71	72	71	72	71	72	71	72	3.3	3.6	3.3	4.0
81	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	5.7	4.4	5.3
82	72	71	72	71	72	71	72	71	72	71	72	71	72	5.2	5.7	4.4	5.3
83	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	6.1	4.8	6.0
84	72	71	72	71	72	71	72	71	72	71	72	71	72	3.7	4.6	3.9	4.9
85	72	71	72	71	72	71	72	71	72	71	72	71	72	2.0	2.2	2.2	2.3
86	72	71	72	71	72	71	72	71	72	71	72	71	72	2.6	2.9	2.8	2.9
87	72	71	72	71	72	71	72	71	72	71	72	71	72	3.3	3.6	3.3	4.0
88	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	5.7	4.4	5.3
89	72	71	72	71	72	71	72	71	72	71	72	71	72	5.2	5.7	4.4	5.3
90	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	6.1	4.8	6.0
91	72	71	72	71	72	71	72	71	72	71	72	71	72	3.7	4.6	3.9	4.9
92	72	71	72	71	72	71	72	71	72	71	72	71	72	2.0	2.2	2.2	2.3
93	72	71	72	71	72	71	72	71	72	71	72	71	72	2.6	2.9	2.8	2.9
94	72	71	72	71	72	71	72	71	72	71	72	71	72	3.3	3.6	3.3	4.0
95	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	5.7	4.4	5.3
96	72	71	72	71	72	71	72	71	72	71	72	71	72	5.2	5.7	4.4	5.3
97	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	6.1	4.8	6.0
98	72	71	72	71	72	71	72	71	72	71	72	71	72	3.7	4.6	3.9	4.9
99	72	71	72	71	72	71	72	71	72	71	72	71	72	2.0	2.2	2.2	2.3
100	72	71	72	71	72	71	72	71	72	71	72	71	72	2.6	2.9	2.8	2.9
101	72	71	72	71	72	71	72	71	72	71	72	71	72	3.3	3.6	3.3	4.0
102	72	71	72	71	72	71	72	71	72	71	72	71	72	4.6	5.7	4.4	5.3
103	72	71	72	71	72	71	72	71	72	71	72	71	72	5.2	5.7	4.4	5.3
10																	

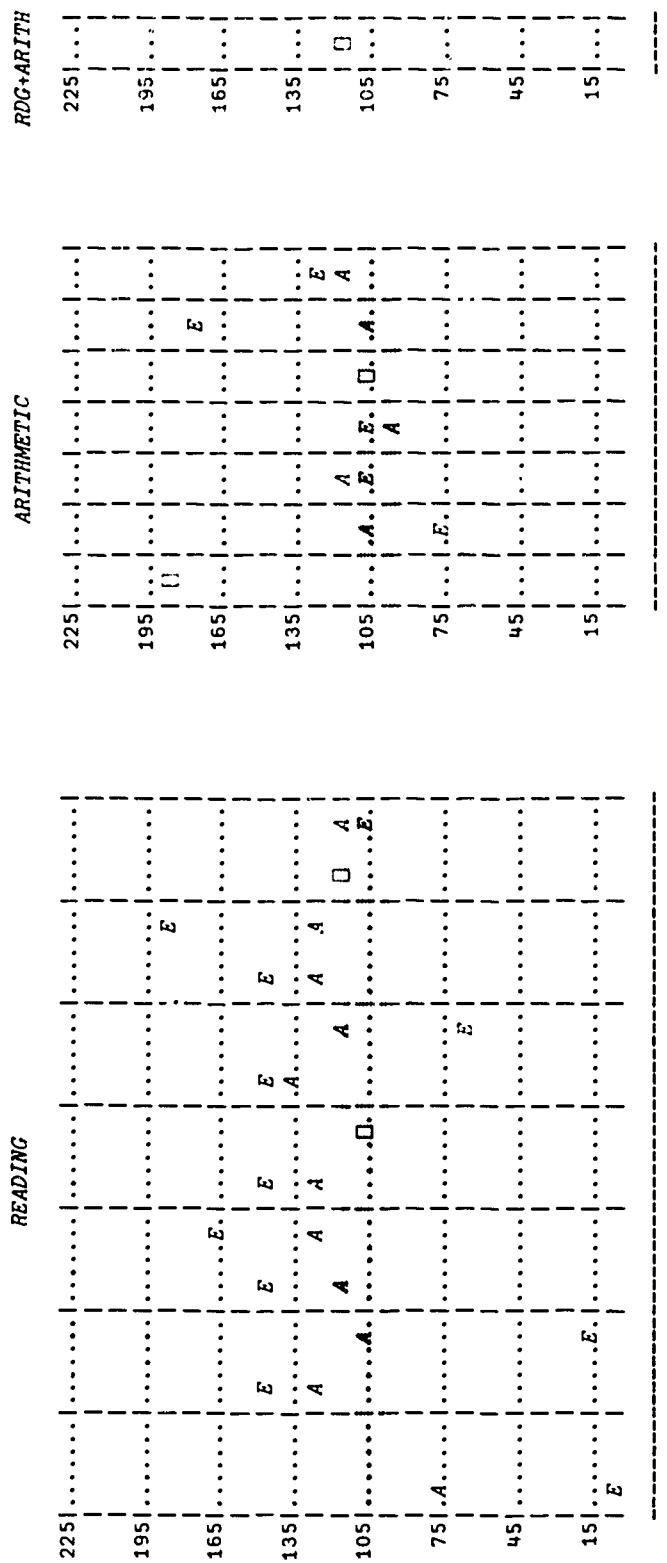
PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WAYSON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MCCLATCHY ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY (I:E AND A ARE EQUAL)

GRADE 2 3 4 5 6 7 2-7 2-7

GRADE 2 3 4 5 6 7 2-7 2-7

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
RDG + RDG +

GRADE	READING		ARITHM		READING		ARITHM		ACTUAL RDG	SYSTEM-WIDE RDG	ACCEPTABLE RDG	ACCEPTABLE (NAT'L NORM)
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72				
2	0	185	70	189	127	105	103	104	5.1	2.2	2.3	2.7
3	140	17	78	48	115	128	113	121	3.9	3.8	2.9	3.7
4	144	160	108	134	100	126	96	103	6.0	5.3	3.3	4.7
5	140	100	10	100	136	118	103	111	6.2	5.5	3.9	5.7
6	146	64	16	82	179	127	129	100	7.9	6.9	4.4	5.3
7	140	186	171	115	117	118	117	118	7.7	7.7	4.8	6.0
2-7	118	105	124	115	117	118	117	118				

GRADE LEVEL (APRIL 1972)

GRADE	INDEX OF ACCEPTABILITY (A)		SYSTEM-WIDE RDG	ACCEPTABLE RDG
	RDG +	RDG +		
2	71	72	71	72
3	71	72	71	72
4	71	72	71	72
5	71	72	71	72
6	71	72	71	72
7	71	72	71	72
2-7	71	72	71	72

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
\$ 0.11 \$ 0.19 \$ 0.90
COMPENSATORY \$ 0.00

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MILES ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

		READING						ARITHMETIC						RDG+ARITH	
		71	72	71	72	71	72	71	72	71	72	71	72	72	72
GRADE	EFFECTIVENESS	A:ACCEPTABILITY						E:ACCEPTABILITY						A:ACCEPTABILITY	
		71	72	71	72	71	72	71	72	71	72	71	72	72	72
2	E	225	195	165	135	105	75	45	15	71	45	15	71	225	195
3		200	80	82	100	140	33	86	105	79	75	75	79	165	135
4		71	82	100	91	60	100	14	75	81	86	81	80	195	165
5		140	140	60	100	100	67	83	75	79	75	75	88	105	75
6		33	33	100	49	49	70	74	72	74	72	72	80	105	75
7		86	14	83	49	84	79	76	87	81	81	81	82	135	105
2-7		105	75	93	84	84	79	76	87	81	81	81	82	135	105
		GENERAL FUNDING						GENERAL FUNDING						GENERAL FUNDING	
		\$ 0.26						\$ 0.20						\$ 0.19	
		COMPENSATORY FUNDING						\$ 0.20						\$ 0.20	

E: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A)

GRADE	READING	RDG + ARITH													
		FY71	FY72												
2	100	100	143	122	85	81	89	85	89	77	77	77	77	2.2	2.4
3	200	80	71	76	89	73	81	77	77	3.0	3.0	3.0	3.0	2.7	2.7
4	71	82	100	91	79	81	89	85	85	4.2	4.2	4.2	4.2	3.7	3.7
5	140	140	60	100	75	75	86	81	81	3.8	3.8	3.8	3.8	4.0	4.0
6	33	33	100	67	75	72	87	80	80	4.8	4.8	4.8	4.8	4.9	4.9
7	86	14	83	49	70	74	88	81	81	5.7	5.7	5.7	5.7	5.7	5.7
2-7	105	75	93	84	79	76	87	82	82	6.6	6.6	6.6	6.6	6.0	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: LOCAL SCHOOL SYSTEM-WIDE

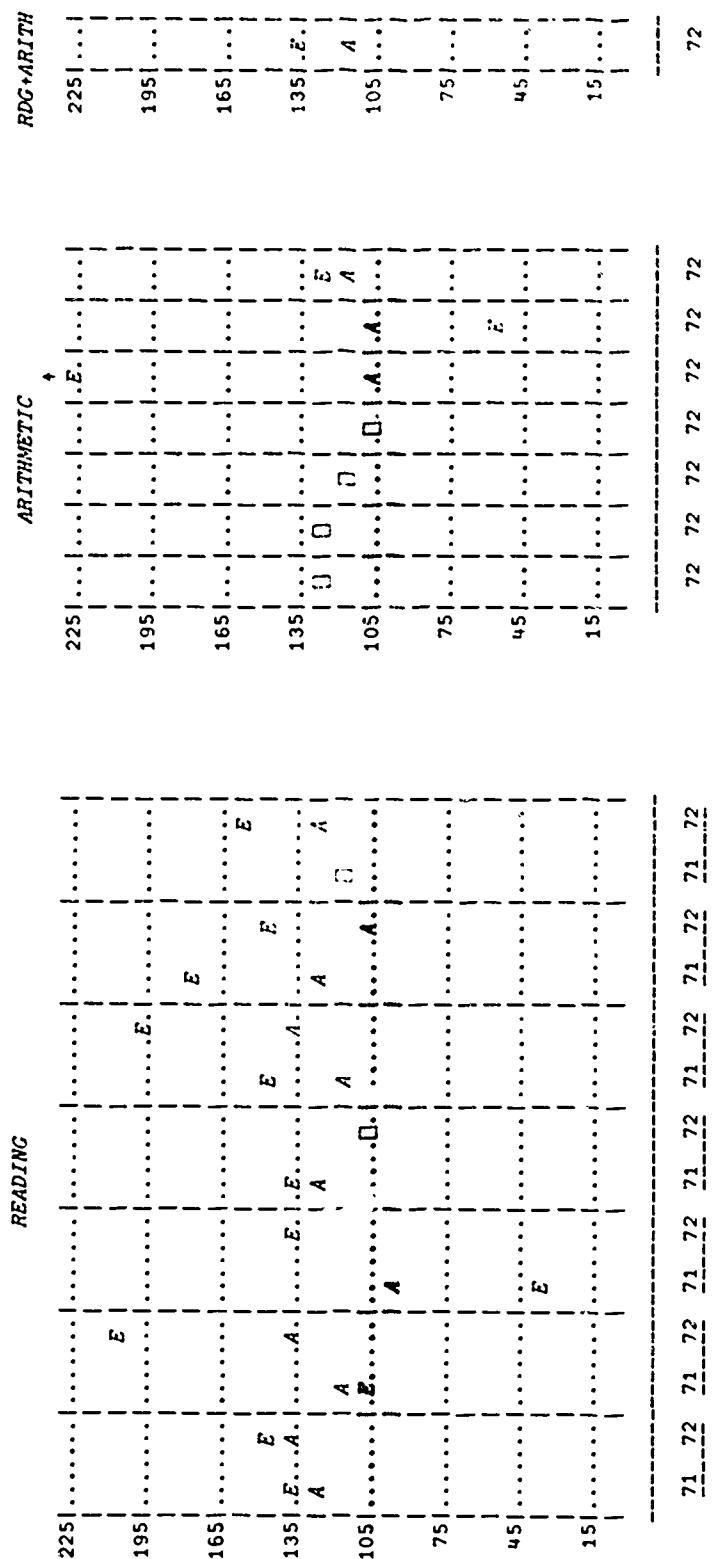
\$ 0.26 \$ 0.19

GENERAL FUNDING COMPENSATORY FUNDING

\$ 0.20 \$ 0.20

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

MITCHELL ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



EFFECTIVENESS GRADE 2 3 4 5 6 7 2

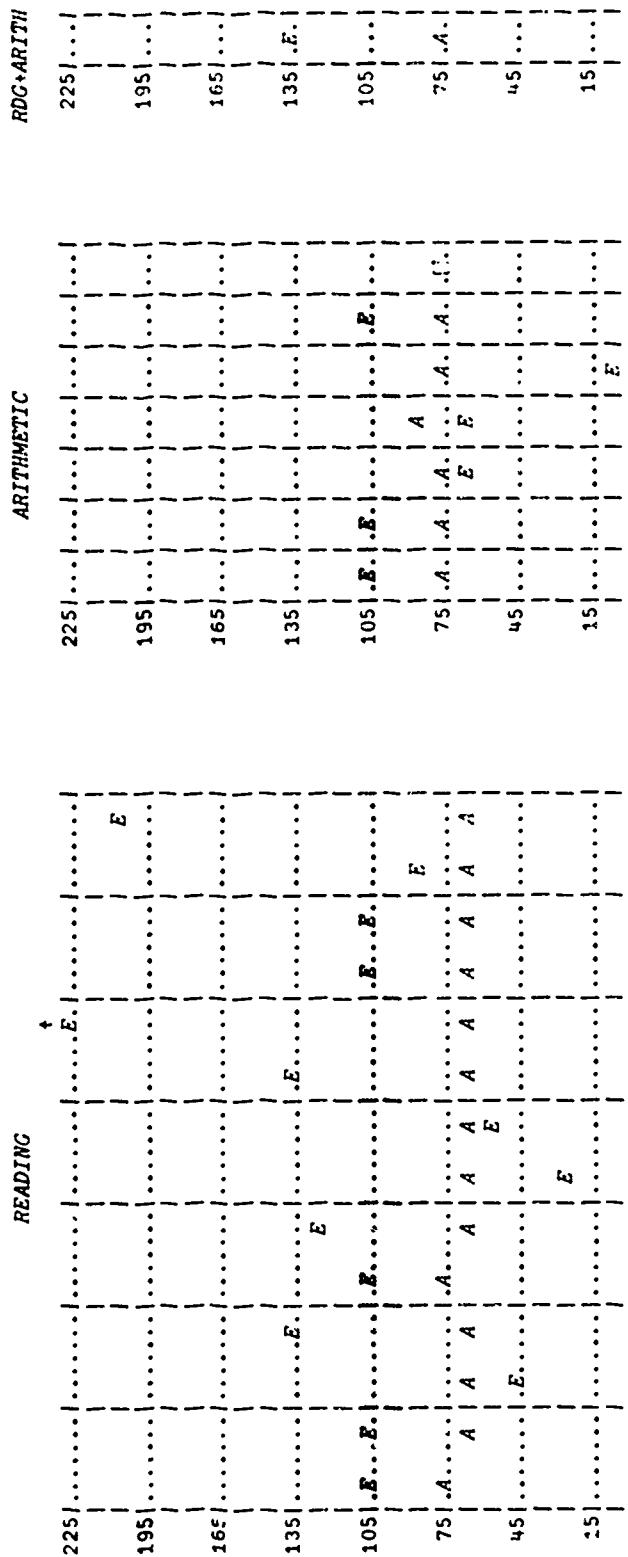
EFFECTIVE AND ACCEPTABLE LEVELS OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (%)		INDEX OF ACCEPTABILITY (A)			
			READING		ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72
2	133	144	120	132	122	130
3	100	200	122	161	116	132
4	38	136	115	126	94	115
5	133	100	100	100	123	109
6	140	190	233	212	118	136
7	171	143	50	97	125	106
2-7	119	152	123	138	116	121

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
<u>COMPENSATORY</u>	\$ 0.03	\$ 0.09	\$ 0.09	\$ 0.19

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

MORELAND ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



GAIN-RATE OF EFFECTIVENESS (E)										INDEX OF ACCEPTABILITY (A)										GRADE LEVEL (APRIL 1972)									
GRADE	READING		ARITHM		RDG + ARITH		READING		ARITHM		RDG + ARITH		ACTUAL RDG	SYSTEM-WIDE RDG		ACCEPTABLE RDG		SYSTEM-WIDE RDG		ACCEPTABLE RDG ARITH									
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72		FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	FY72	
2	100	100	100	100	70	67	74	71	1.8	2.0	2.2	2.3	2.7																
3	40	133	100	117	65	65	73	69	2.4	2.7	2.8	2.9	3.7																
4	100	129	64	97	77	68	79	74	3.2	3.7	3.3	4.0	4.7																
5	20	50	67	59	65	68	84	76	3.9	4.8	3.9	4.9	5.7																
6	133	700	0	350	61	65	73	70	4.4	4.9	4.4	5.3	6.7																
7	100	100	100	100	68	63	75	68	4.6	5.8	4.8	6.0	7.7																
2-7	82	202	72	137	68	66	76	71																					
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72.										GENERAL COMPENSATORY LOCAL SCHOOL										SYSTEM-WIDE EXPENDITURE									
																				\$ 0.11	\$ 0.36	\$ 0.19	\$ 0.90						

E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

MORNINGSIDE ELEMENTARY SCHOOL

READING		ARITHMETIC	
225	225	225	225
195	E	195	E
165	E	165	A.
135	E	135	E
105	A.	105	E
75	A.	75	E
45	E	45	E
15	E	15	E

71 72 73 74 75 76

11 / 2

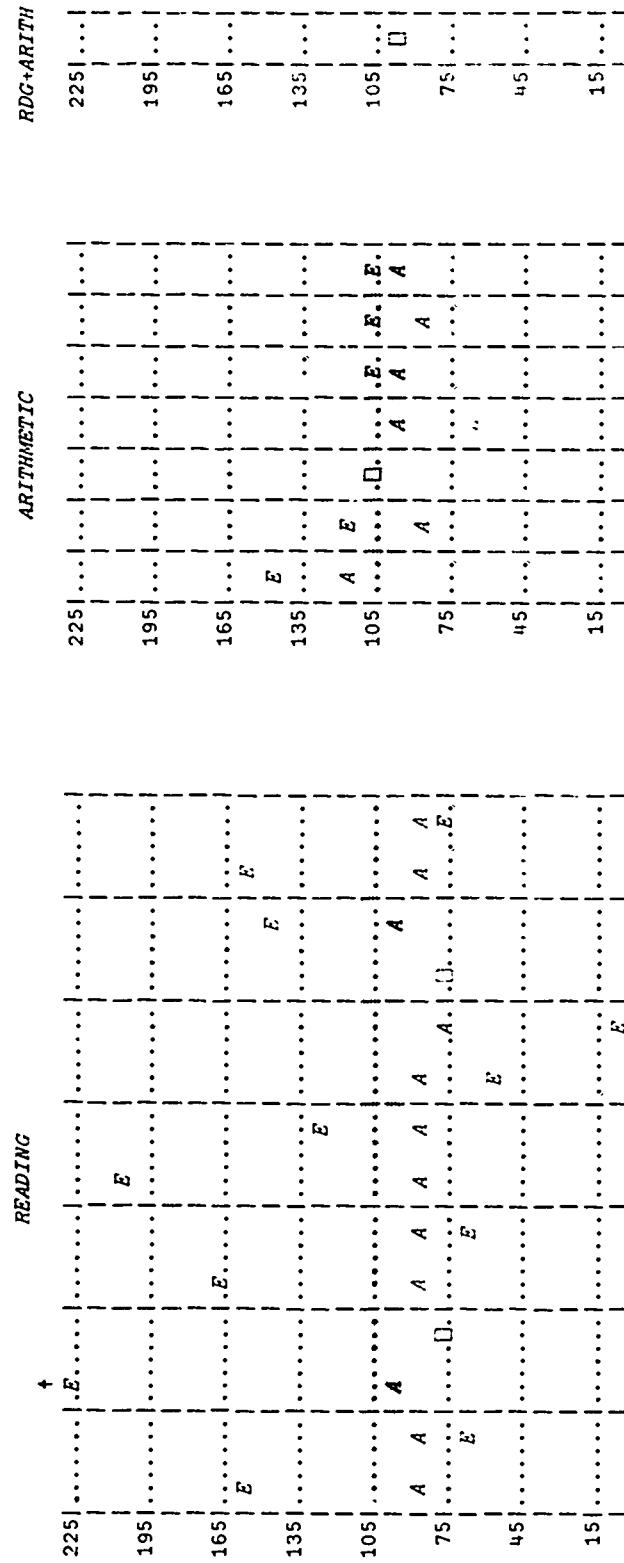
1/2 1/2 1/2 1/2 1/2

GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)						
READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL RDG		SYSTEM-WIDE RDG ARITH		ACCEPTABLE RDG ARITH (NAT'L. NORM.)		
GRADE	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	100	162	244	203	85	130	167	149	3.5	4.5	2.2	2.3	2.7	
3	67	67	75	71	105	105	114	110	3.9	4.2	2.8	2.9	3.7	
4	150	150	118	134	132	115	117	116	5.4	5.5	3.3	4.0	4.7	
5	178	200	129	165	123	151	112	132	8.6	6.4	3.9	4.9	5.7	
6	110	211	100	156	113	136	97	117	9.1	6.5	4.4	5.3	6.7	
7	112	400	186	293	118	125	103	114	9.6	7.9	4.8	6.0	7.7	
2-7	120	198	152	170	113	122	118	122	122	122	122	122	122	

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
COMPENSATORY	\$ 0.01	\$ 0.11	\$ 0.15	\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

MOUNT VERNON ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



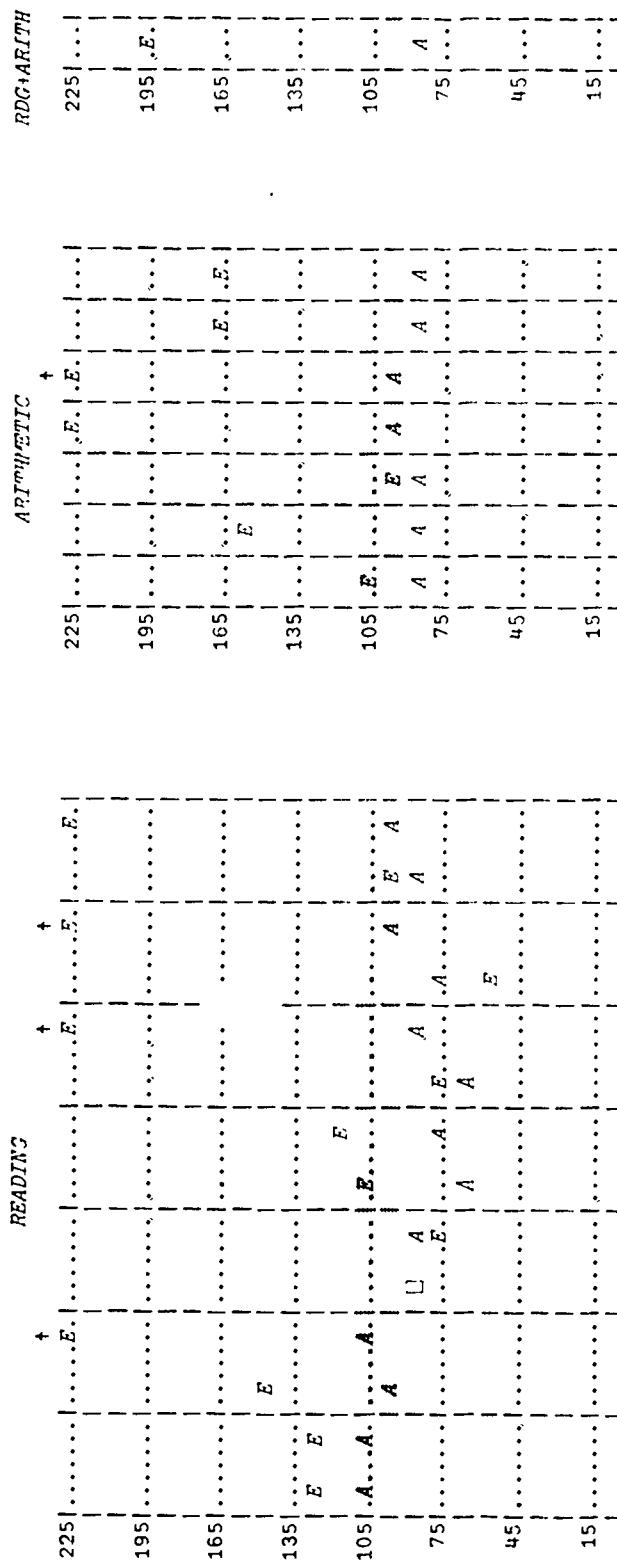
EFFECTIVENESS A:ACCEPTABILITY U:E AND A ARE EQUAL

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		ARITH		READING		ARITH		SYSTEM-NORME		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	RDG	RDG	RDG
2	150	62	140	101	89	89	115	102	2.4	3.1	2.2	2.3
3	314	71	112	92	95	76	89	83	2.8	3.3	2.8	2.9
4	163	67	108	88	81	89	106	98	4.2	5.0	3.3	4.0
5	200	125	60	93	81	81	93	87	4.6	5.3	3.9	4.9
6	50	0	100	50	87	75	91	83	5.0	6.1	4.4	5.3
7	75	143	100	122	73	94	84	89	7.2	6.5	4.8	6.0
2-7	159	78	103	91	99	89	105	96	6.5	7.0	5.5	7.7

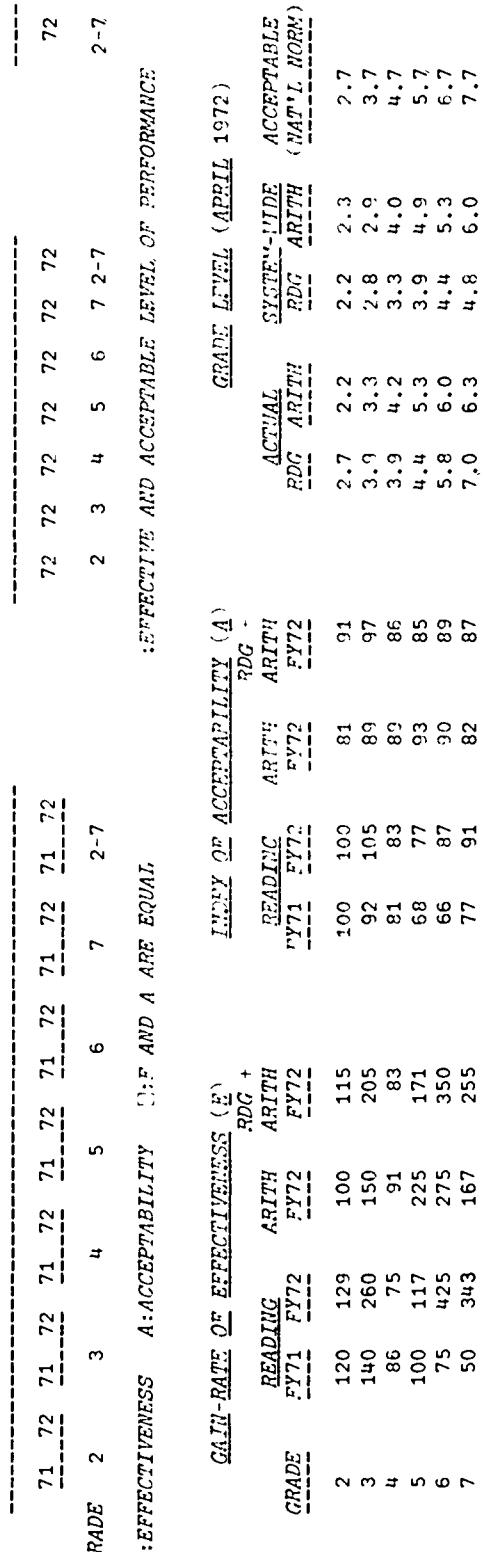
<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
COMPENSATORY	\$ 0.13	\$ 0.16	\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

OGLETHORPE ELEMENTARY SCHOOL



EFFECTIVENESS **A: ACCEPTABILITY** **B: F AND A ARE EQUAL**



EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)	INDEX OF ACCEPTABILITY (A)									
	RDG +					RDG -				
	READING	ARITH	READING	ARITH	FY72	READING	ARITH	READING	ARITH	FY72
GRADE	FY71	FY72	FY71	FY72		FY71	FY72	FY71	FY72	FY72
2	120	129	100	115		100	100	81	91	
3	140	260	150	205		92	105	89	97	
4	86	75	91	83		81	83	82	86	
5	100	117	225	171		68	77	93	85	
6	75	425	275	350		66	87	90	89	
7	50	343	167	255		77	91	82	87	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

	FUNDS	LOCAL	SCHOOL	STATE-WIDE
GENERAL COMPENSATORY	\$ 0.06	\$ 0.04	\$ 0.00	\$ 0.19

OF THE INSTITUTE OF MATHEMATICAL PROGRAMMING AND COMPUTATION, 1971-72

PARKS *et al.*: HIGHER ENZYME GROUP III: 161

READING

225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	...	105	...
75	...	75	...
45	...	45	...
15	...	15	...

GRADUATE EDUCATION AND *ACCREDITABILITY* ARE EQUAL.

DATE OF SIGNIFICANCE	RDG +	INDEX OF ACCEPTABILITY (%)	GRADE LEVEL - MARCH 1972
READYING	ARITH	RDG +	SIXTH GRADE
FY71	FY72	FY72	RDG ARITH
GRADE	RDG	FY72	RDG ARITH

2

APPENDIX E EXpenditure per Unit of Effectiveness		TOP FY 72:	ENTITLEMENTS	LOCAL SOURCE	SUPERVISORY	SYSTEM-WIDE
CO-PENsATORY	\$ 4.52	\$ 4.84	\$ 0.10	\$ 0.10	\$ 0.10	\$ 0.10

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PEEPLES ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING							ARITHMETIC							RDG+ARITH	
		E			E			E			E			E			225
		105	135	165	195	225	105	135	165	195	225	105	135	165	195	225	
EFFECTIVENESS	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
ACCEPTABILITY	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
EFFECTIVENESS	105	135	165	195	225	105	135	165	195	225	105	135	165	195	225		
ACCEPTABILITY	105	135	165	195	225	105	135	165	195	225	105	135	165	195	225		
EFFECTIVENESS	75	105	135	165	195	225	75	105	135	165	195	225	75	105	135	165	
ACCEPTABILITY	75	105	135	165	195	225	75	105	135	165	195	225	75	105	135	165	
EFFECTIVENESS	45	75	105	135	165	195	45	75	105	135	165	195	45	75	105	135	
ACCEPTABILITY	45	75	105	135	165	195	45	75	105	135	165	195	45	75	105	135	
EFFECTIVENESS	15	45	75	105	135	165	15	45	75	105	135	165	15	45	75	105	
ACCEPTABILITY	15	45	75	105	135	165	15	45	75	105	135	165	15	45	75	105	

		INDEX OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)	
		READING			RDG + ARITH		READING		RDG + ARITH		ACTUAL			SYSTEM-WIDE		ACCEPTABLE	
GRADE	FY71	FY72	ARITH FY72	RDG FY72	FY71	FY72	ARITH FY72	RDG FY72	FY71	FY72	ARITH FY72	RDG FY72	ARITH FY72	RDG FY72	ARITH FY72	RDG FY72	
GRADE 2	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 3	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 4	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 5	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 6	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 7	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	
GRADE 2-7	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	72	

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

		GAIN-RATE OF EFFECTIVENESS (E)							INDEX OF ACCEPTABILITY (A)							GRADE LEVEL (APRIL 1972)	
GRADE	READING	READING	RDG + ARITH	RDG + ARITH	READING	RDG + ARITH	READING	RDG + ARITH	READING	RDG + ARITH	ACTUAL	SYSTEM-WIDE	RDG + ARITH	RDG + ARITH	ACTUAL	SYSTEM-WIDE	
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY72	FY72	FY72	FY72	
GRADE 2	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 3	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 4	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 5	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 6	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 7	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	
GRADE 2-7	71	72	71	72	71	72	71	72	71	72	72	72	72	72	72	72	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND

LOCAL SCHOOL

\$ 0.13

SYSTEM-WIDE

\$ 0.19

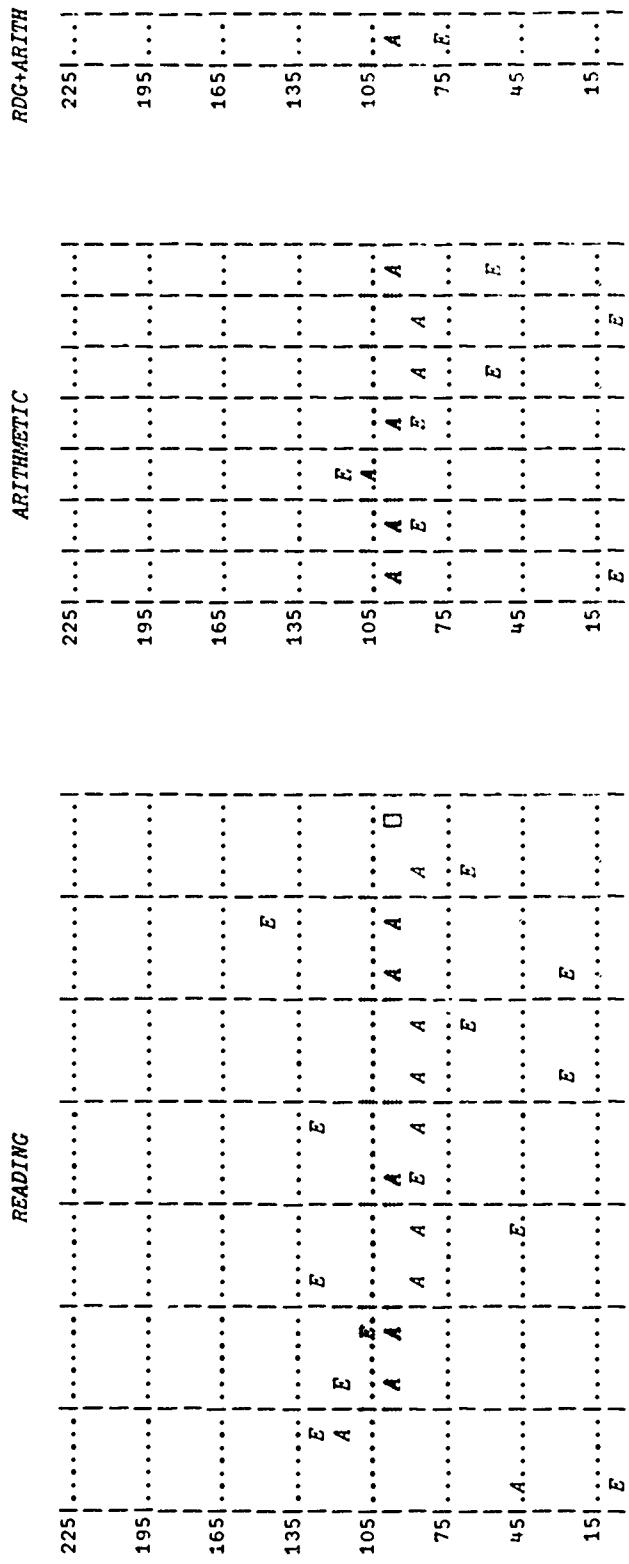
COMPENSATORY

\$ 0.40

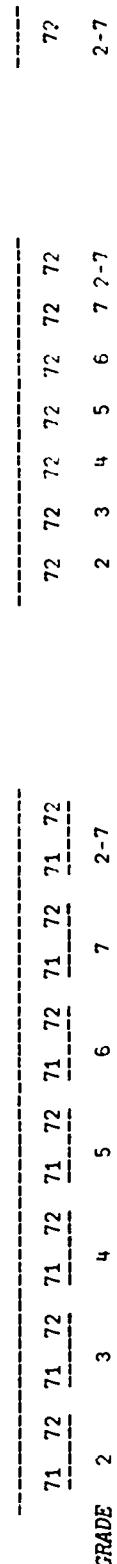
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PARKERSON ELEMENTARY SCHOOL GROUP IV: NOT EFFECTIVE BUT ACCEPTABLE



EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL



EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
INDEX OF ACCEPTABILITY (A)

GRADE	READING		ARITH		READING		ARITH		READING		ARITH		SYSTEM-WIDE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	2	0	122	8	65	48	115	93	104	3.1	2.5	2.2	2.3	2.7
3	3	117	100	89	95	92	92	92	92	3.4	3.4	2.8	2.9	3.7
4	4	125	114	79	87	83	104	94	94	3.9	4.9	3.3	4.0	4.7
5	5	86	120	83	102	91	88	98	93	5.0	5.6	3.9	4.9	5.7
6	6	25	67	50	59	87	87	88	88	5.8	5.9	4.4	5.3	6.7
7	7	25	144	0	72	94	91	88	90	7.0	6.8	4.8	6.0	7.7
2-7	2-7	63	99	57	78	84	93	94	94	\$ 0.17	\$ 0.00	\$ 0.19	\$ 0.90	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: FUNDS
LOCAL SCHOOL \$ 0.17
COMPENSATORY \$ 0.00
SYSTEM-WIDE \$ 0.19

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS: 1971-72**

PETTERSON ELEMENTARY SCHOOL **GROUP II: EFFECTIVE BUT NOT ACCEPTABLE**

READING

ARITHMETIC

RDG+ARITH

225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	E.	105	E.
75	A	75	A
45	E	45	E
15	E	15	E

GRANDE TEVÉE (APRIL 1972)

THE ACCEPTANCE TEST

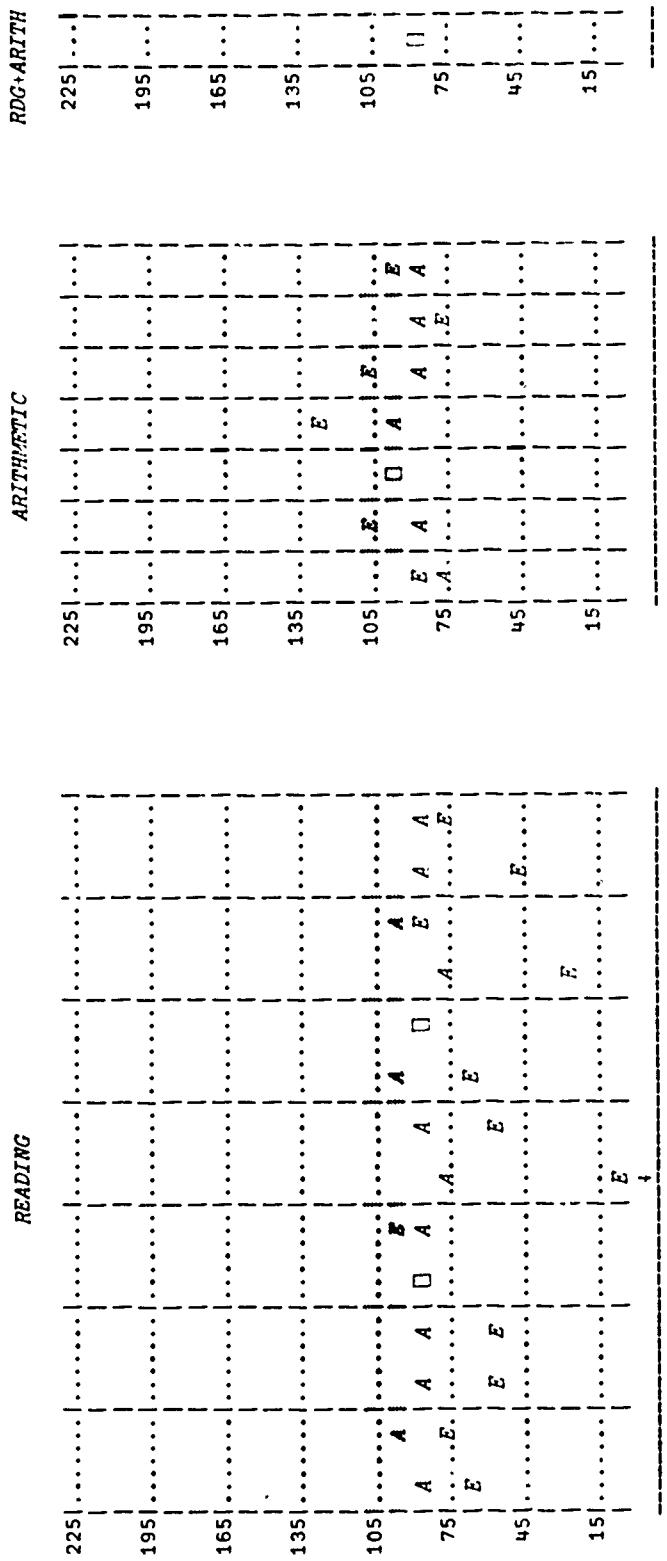
INDEX

GRADE	READING		RDG +		RDG +		ACTUAL		SYSTEM-WIDE		ACCEPTABLE	
	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	RDG	ARITH	(NAT'L. NORM)	
2	120	86	100	93	81	89	85	85	2.2	2.4	2.2	2.7
3	62	71	100	86	78	76	85	83	2.8	3.3	2.8	3.
4	0	129	100	115	68	77	89	83	3.6	4.2	3.3	4.7
5	50	100	60	80	81	77	95	86	4.4	5.4	3.9	5.7
6	6	125	100	113	66	69	84	77	4.6	5.6	4.9	6.7
7	-100	86	100	93	65	68	78	73	5.2	6.0	4.8	7.7
2-7	26	100	93	97	73	75	87	81	5.0	5.2	5.0	7.7

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
			\$ 0.13	\$ 0.13	\$ 0.19
					\$ 0.30

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PEYTON FOREST ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

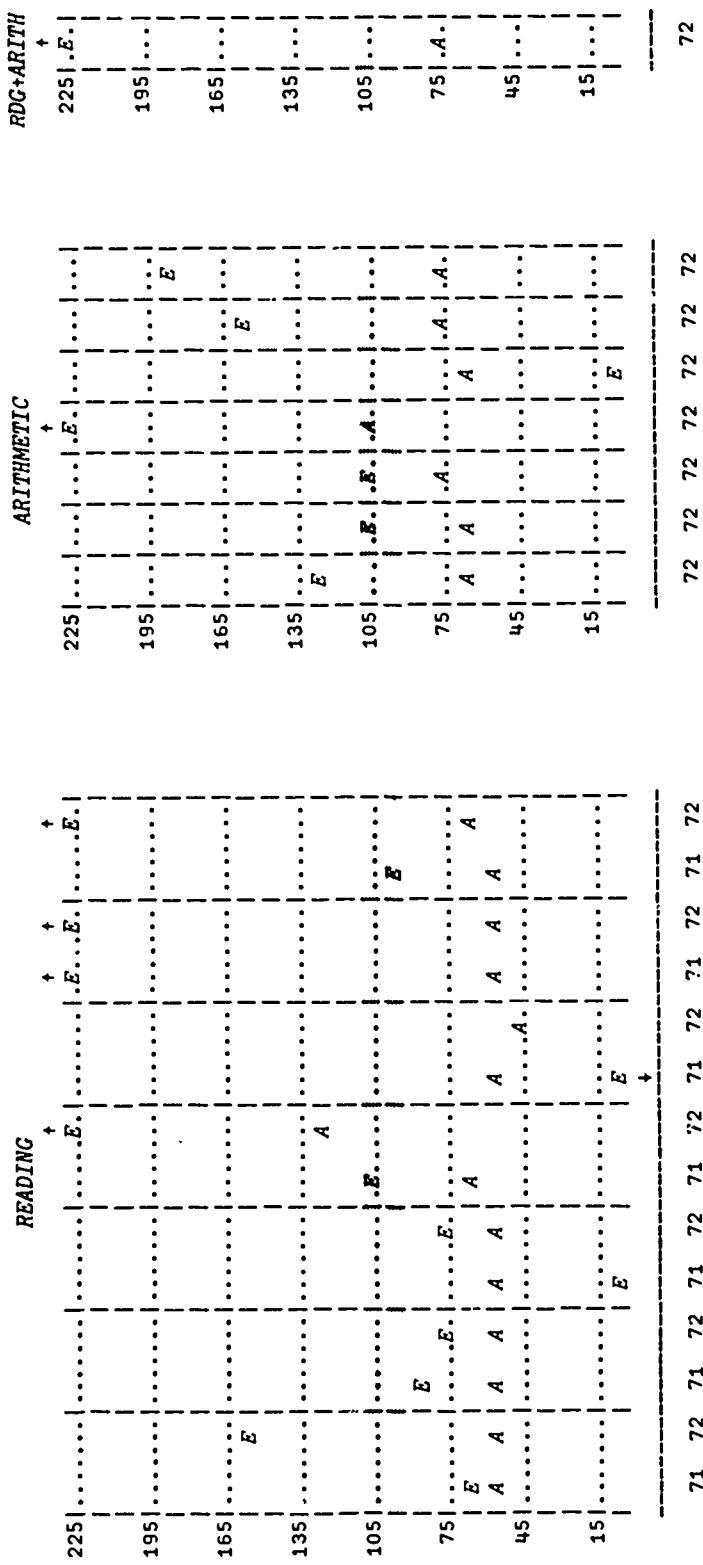
FY 71 FY 72 GRADE LEVEL (APRIL 1972)

GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)
	READING	FY71	FY72	RDG + ARITH	FY71	FY72	READING	FY71	FY72	RDG + ARITH	FY71	FY72	
2	67	75	86	81	89	93	78	86	86	2.5	2.1	2.2	2.7
3	50	56	100	75	86	84	89	87	87	3.1	3.3	2.8	3.7
4	87	92	92	92	87	87	94	91	91	4.1	4.4	3.3	4.7
5	-29	57	120	89	77	84	91	88	88	4.8	5.2	3.9	5.7
6	67	80	100	90	93	81	85	83	83	5.4	5.7	4.4	5.3
7	25	83	71	77	70	91	82	87	87	7.0	6.3	4.8	6.0
2-7	45	73	95	84	84	87	87	87	87				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.15 \$ 0.08 \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PITTS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



GRADE LEVEL (APRIL 1972)

GRADE	2	3	4	5	6	7	2-7	
EFFECTIVENESS	71	72	71	72	71	72	71	72
A:ACCEPTABILITY	71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY 0:E AND A ARE EQUAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

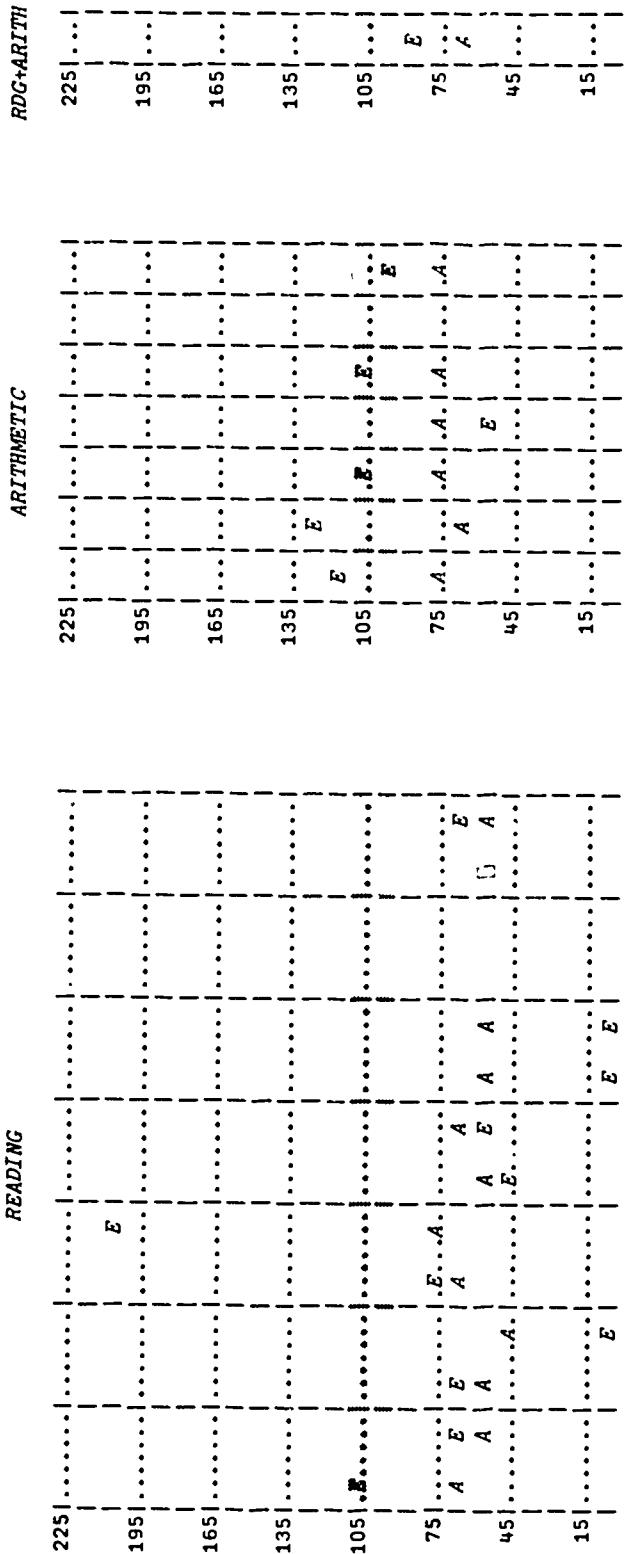
GRADE	READING		ARITH		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	FY71	FY72	FY71	FY72	READING	ARITH	RDG + RDG	SYSTEM-WIDE ARITH
2	60	150	125	138	56	59	67	63
3	80	75	100	88	57	54	65	60
4	0	75	108	92	57	53	74	64
5	100	950	650	800	63	123	100	112
6	-100	0	0	0	54	48	69	59
7	400	300	150	225	56	56	74	65
2-7	90	310	189	250	57	66	75	71

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY LOCAL SCHOOL SYSTEM-WIDE

	FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	\$ 0.08	\$ 0.19	\$ 0.90
COMPENSATORY	\$ 0.44	\$ 0.44	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

PRYOR ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

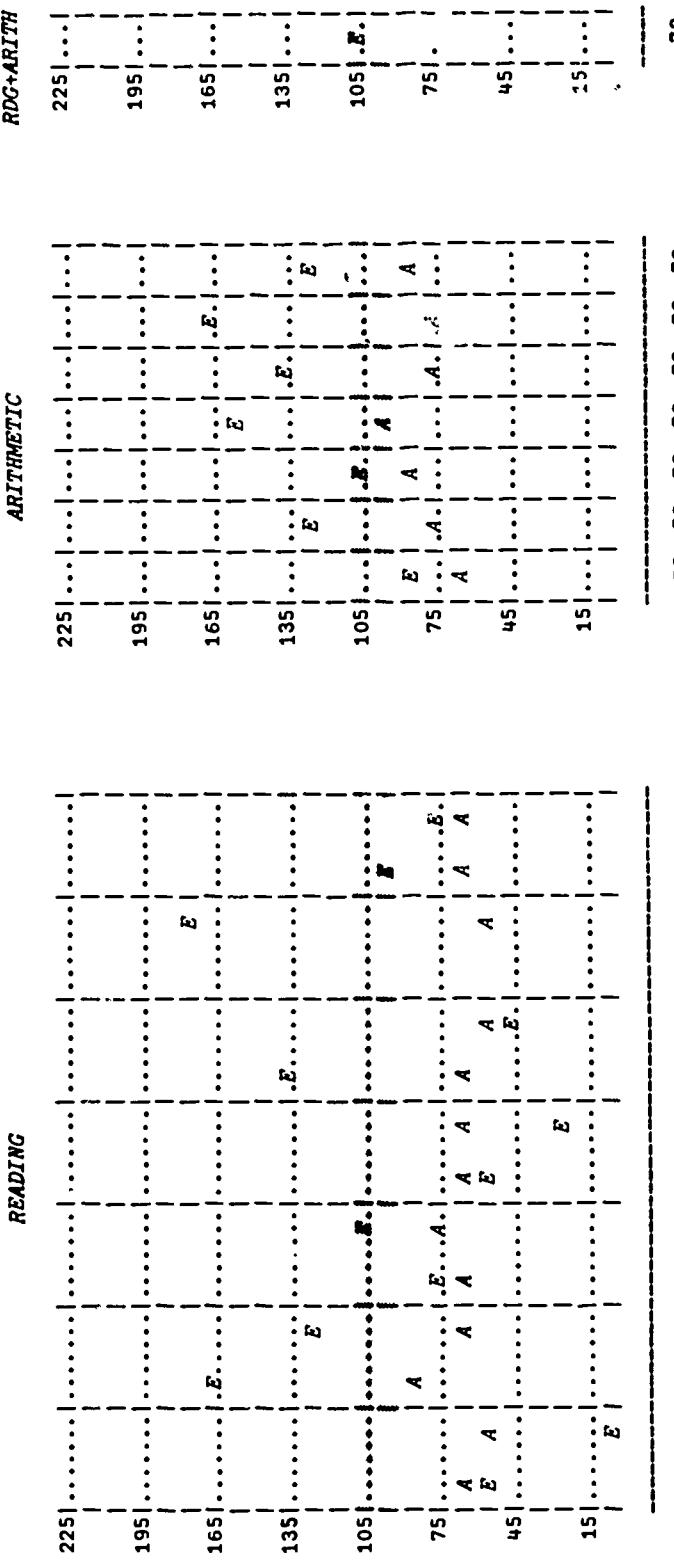


E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
GRADE	READING		ARITH		RDG + ITH FY72	READING		ARITH		ACCEPTABLE (NAT'L NORM)	
	FY71	FY72	FY71	FY72		FY71	FY72	FY71	FY72		
2	100	67	117	92	63	52	78	65	1.4	2.1	2.2
3	67	0	125	63	59	49	65	57	1.8	2.4	2.9
4	75	200	100	150	62	72	79	76	3.4	3.7	3.7
5	40	50	50	50	56	60	75	68	3.4	4.3	4.0
6	0	0	100	50	54	54	72	63	3.6	4.8	4.7
7	56	63	98	81	59	57	74	66	4.8	5.7	5.7
2-7											
END-TERM PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:						FUND'S			SYSTEM-WIDE		
GENERAL EXPENSES						LOCAL	SCHOOL	GENERAL	\$ 0.34	\$ 0.19	\$ 0.19

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

REYNOLDS ELEMENTARY SCHOOL **GROUP II: EFFECTIVE BUT NOT ACCEPTABLE**



GRADE 2 3 4 5 6 7 8 **AND A DOLLAR**

EFFECTIVE AND ACCEPTABLE METHODS IN THE STUDY OF

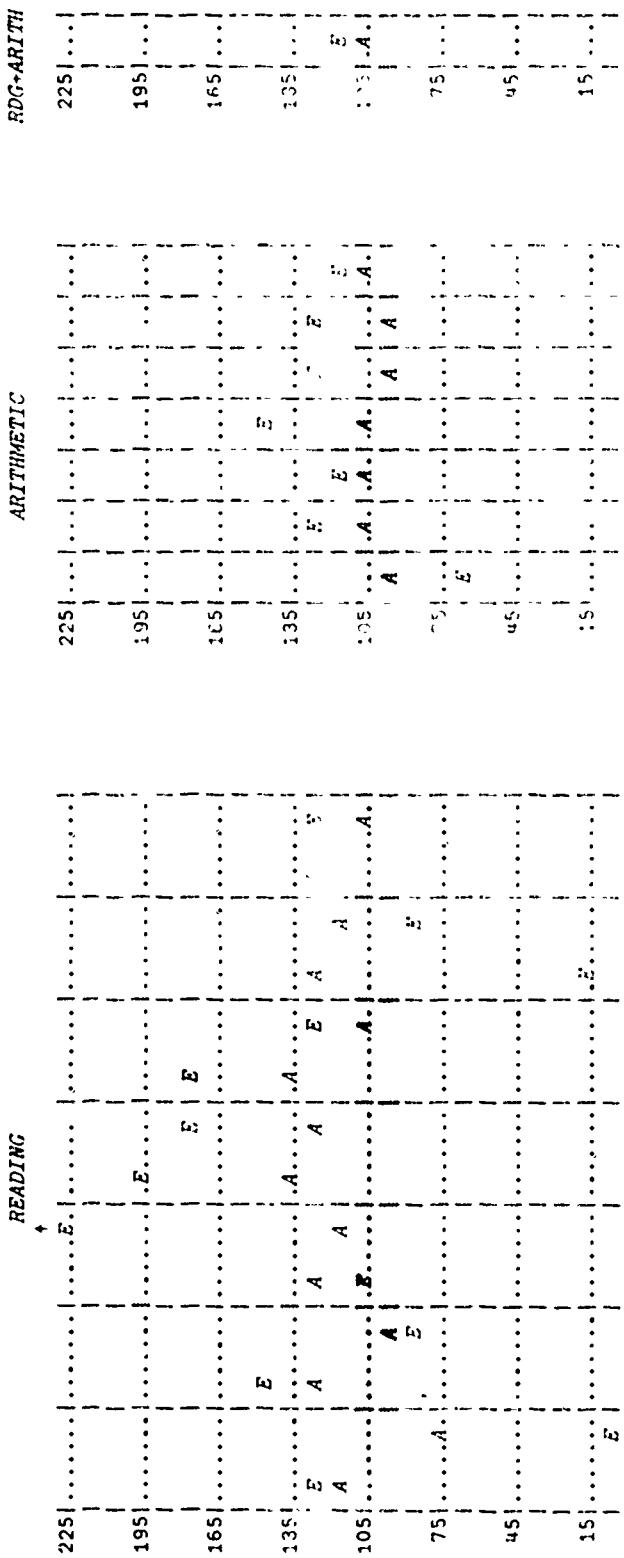
GAIN RATE OF EFFECTIVENESS (%)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
GRADE	READING FY71	ARITH FY72	READING FY71	ARITH FY72	RDG + RDG +
2	50	0	83	4	67
3	160	125	120	123	81
4	75	100	100	100	68
5	50	20	150	85	65
6	133	40	133	87	64
7	94	77	126	102	69
2-7					60
					80
					70
ENDURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL EXPENSES					
FUNDING		LOCAL SCHOOL		SYSTEM-WIDE	
\$ 0.32		\$ 0.32		\$ 0.19	
					\$ 0.69
					\$ 0.90
					\$ 0.90

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

GENERAL	COMPENSATORY
\$ 0.32	\$ 0.69
1965	1972
\$ 0.19	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

RIVERS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



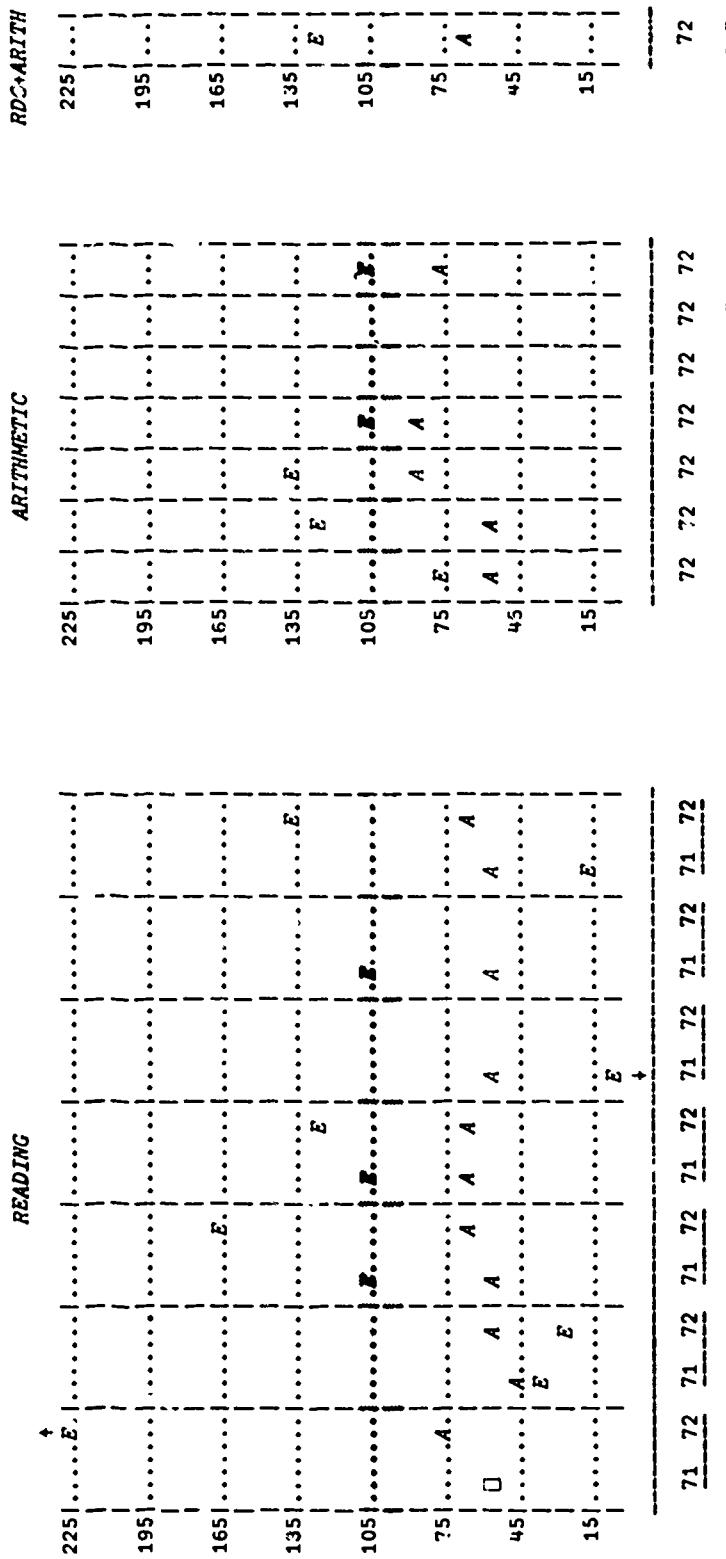
GRADE 2 3 4 5 6 7 2-7 2 2 4 5 6 7 2-7 2-7
 EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL
 EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: FUNDING LOCAL SCHOOL SYSTEM-WIDE
 GROUP I: EFFECTIVE AND ACCEPTABLE
 EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY \$ 0.15
 LOCAL SCHOOL \$ 0.01
 SYSTEM-WIDE \$ 0.19
 \$ 0.90

GAIN-RATE 2E EFFECTIVENESS (E)
 GRADE 2 3 4 5 6 7 2-7 2 2 4 5 6 7 2-7
 EFFECTIVENESS A: ACCEPTABILITY C: E AND A ARE EQUAL
 EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: FUNDING LOCAL SCHOOL SYSTEM-WIDE
 GROUP I: EFFECTIVE AND ACCEPTABLE
 EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY \$ 0.15
 LOCAL SCHOOL \$ 0.01
 SYSTEM-WIDE \$ 0.19
 \$ 0.90

GRADE	READING		ARITHMETIC		READING		ARITHMETIC		READING		ARITHMETIC		READING		ARITHMETIC		READING	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	120	0	67	34	119	70	96	83	119	70	96	83	119	70	96	83	119	70
3	140	86	142	108	122	92	103	98	122	92	103	98	122	92	103	98	122	92
4	100	250	112	181	128	115	109	112	128	112	109	112	128	112	109	112	128	112
5	190	178	140	159	139	123	100	112	139	123	100	112	139	123	100	112	139	123
6	173	125	120	123	136	107	96	102	173	125	120	123	136	107	96	102	173	125
7	11	80	120	100	129	112	99	106	11	80	120	100	129	112	99	106	11	80
2-7	122	120	115	118	129	103	101	102	122	120	115	118	129	103	101	102	122	120

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72

ROBARTON ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

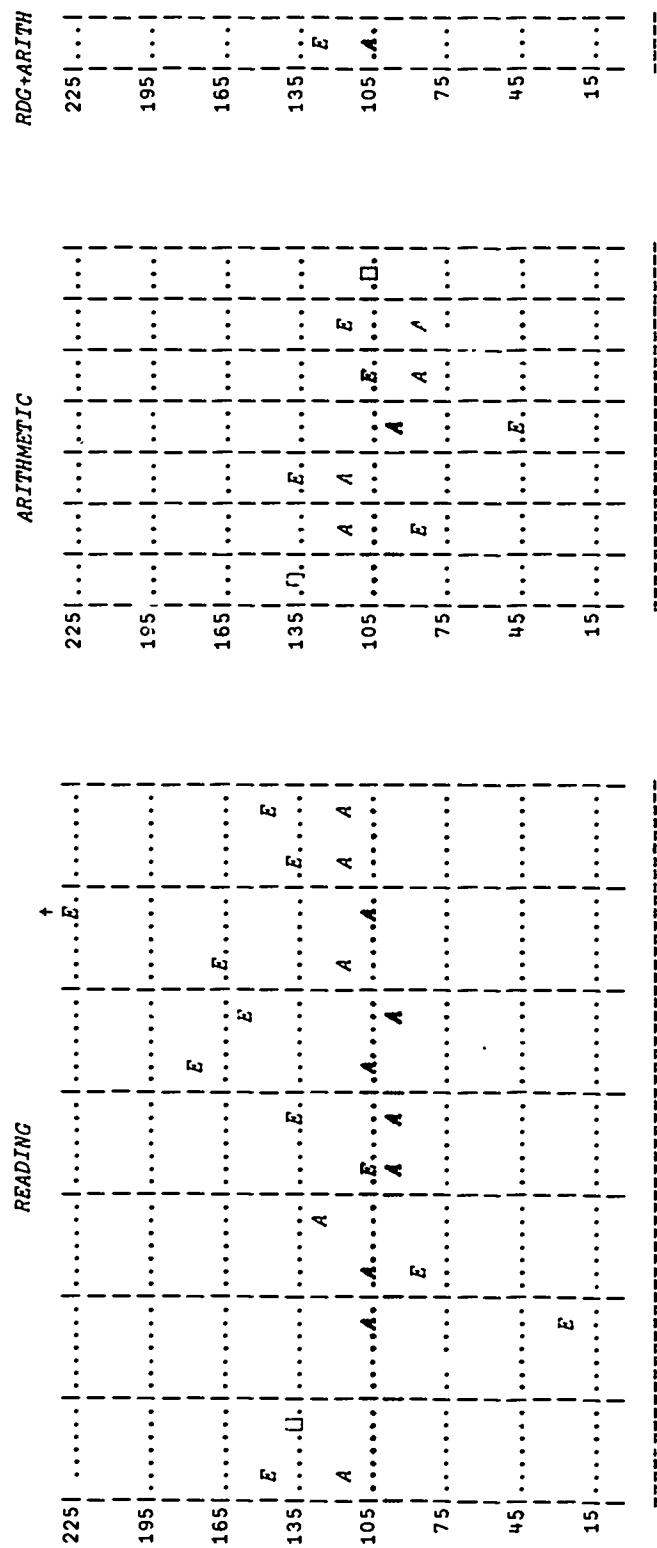


EFFECTIVENESS A:ACCEPTABILITY U:E AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

ROCK SPRINGS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY (E: E AND A ARE EQUAL)

71 72 71 72 71 72 71 72 71 72 71 72 71 72 71 72
GRADE 2 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7 2-7

EFFECTIVENESS AND ACCEPTABILITY (E AND A ARE EQUAL)

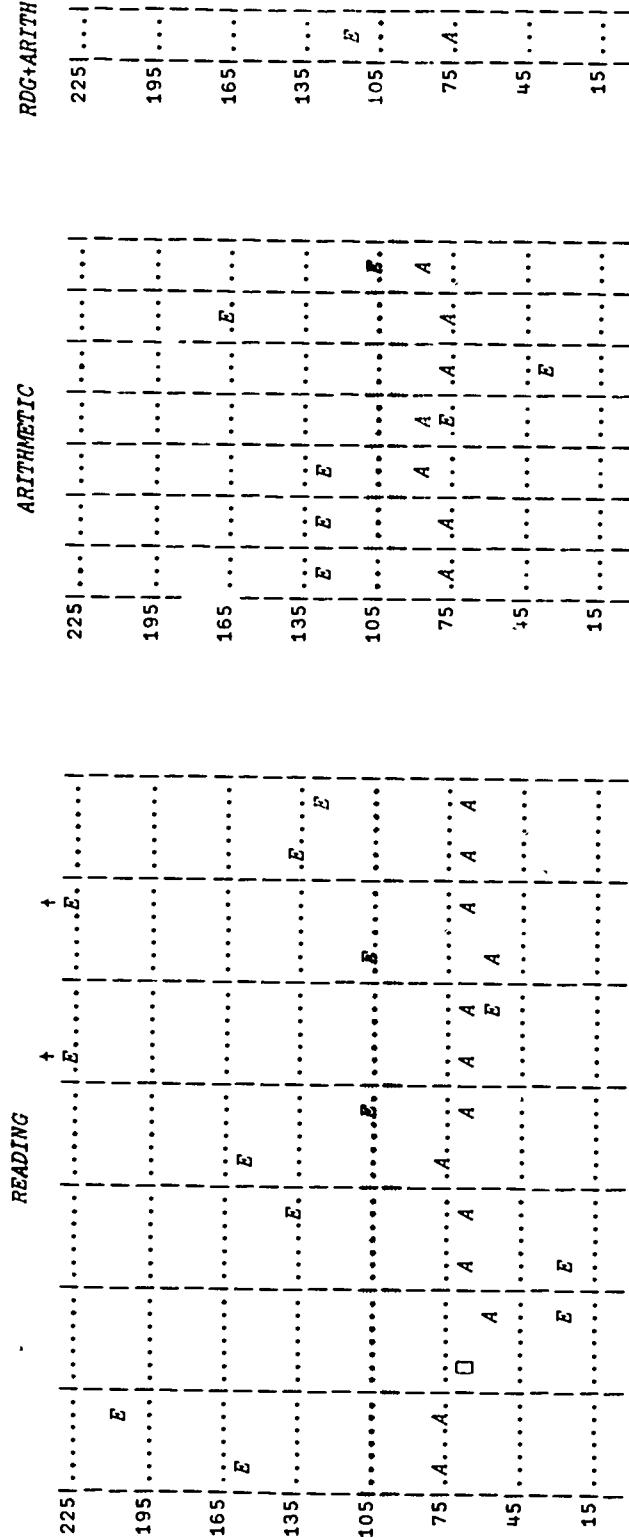
GAIN-RATE OF EFFECTIVENESS (E) INDEX OF ACCEPTABILITY (A)

GRADE	READING		ARITHM		READING		ARITHM		READING		ARITHM		GRADE LEVEL (APRIL 1972)	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	SYSTEM-WIDE	ACCEPTABLE
	RDG	RDG +	RDG	RDG +	RDG	RDG +	RDG	RDG +	RDG	RDG +	RDG	RDG +	RDG	RDG +
2	140	139	130	134	119	130	130	130	130	130	130	130	3.5	3.5
3	89	20	88	54	106	128	114	110	110	114	110	110	4.2	4.2
4	100	133	40	87	98	91	91	91	91	91	91	91	5.3	5.3
5	178	150	100	125	107	97	88	93	93	97	93	93	5.2	5.2
6	167	286	117	202	118	106	88	97	97	106	88	97	5.9	5.9
7	135	145	101	123	110	110	104	107	104	106	104	107	4.8	4.8
2-7													6.0	6.0

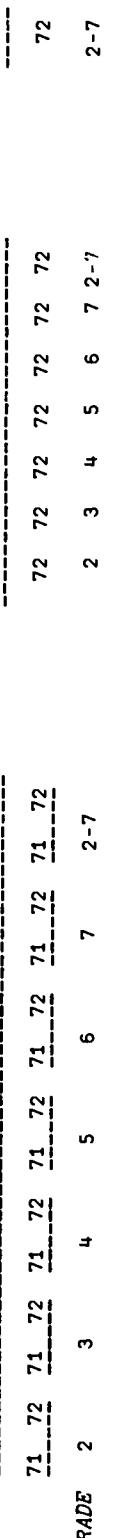
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.13 \$ 0.08 \$ 0.19

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

RUSK ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL.



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL.
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

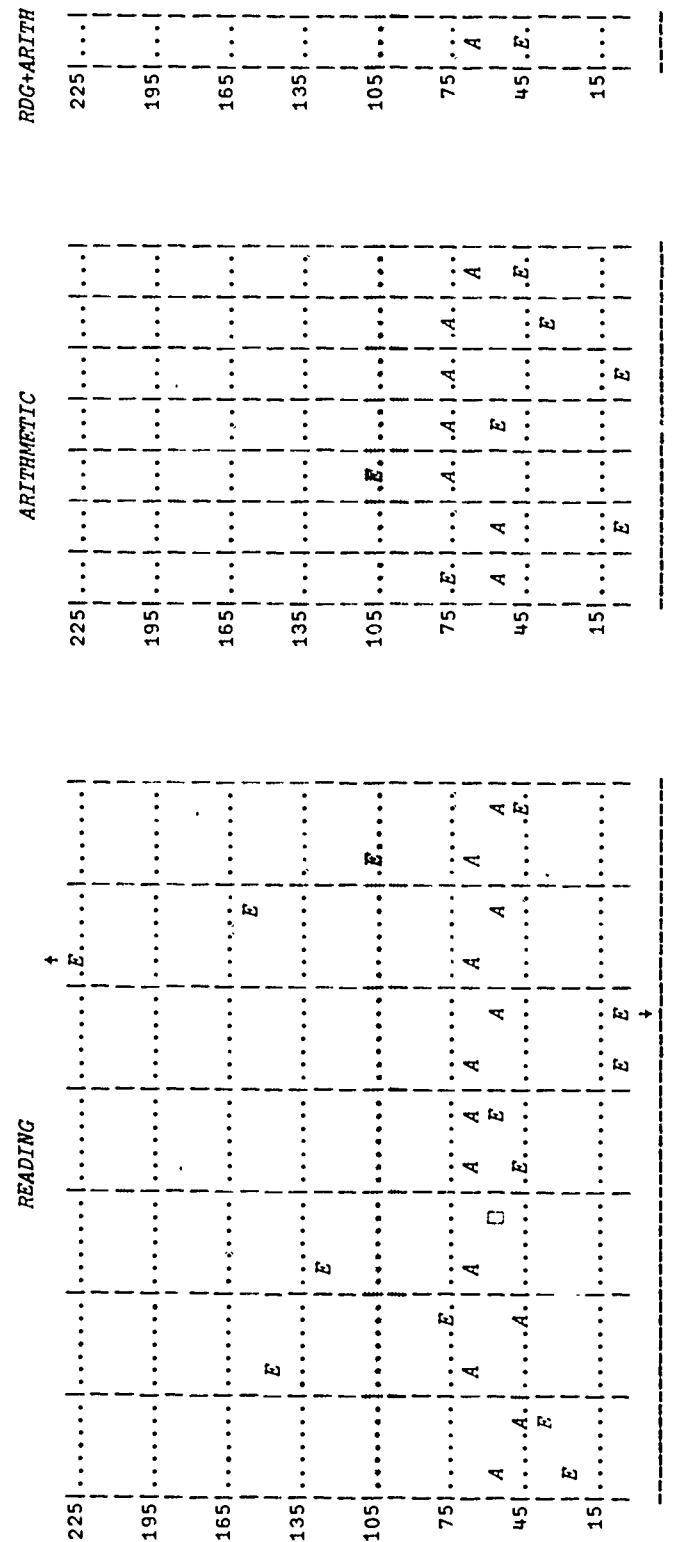
**GAIN-RATE OF EFFECTIVENESS (E)
READING RDG +
ARITH ARITH FY72**

GRADE	READING <u>FY71</u>	ARITH <u>FY72</u>	INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
			READING <u>FY71</u>	ARITH <u>FY72</u>	RDG + <u>FY72</u>	ARITH <u>FY72</u>
2	150	200	120	160	78	74
3	67	25	120	73	68	51
4	25	133	120	127	64	66
5	150	100	75	98	75	89
6	300	50	33	42	64	78
7	100	250	167	209	56	60
2-7	132	126	106	116	68	80

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:			GENERAL COMPENSATORY	LOCAL SCHOOL	SYSTEM-WIDE
\$ 2.15	\$ 0.13	\$ 0.19	\$ 0.90	\$ 2.15	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SCOTT ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

GRADE LEVEL (APRIL 1972)
2-7
2 3 4 5 6 7 2-7
2-7

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE READING ARITH RDG + ARITH

FY71 FY72 FY72 FY72

INDEX OF ACCEPTABILITY (A)

GRADE READING ARITH RDG + ARITH

FY71 FY72 FY72 FY72

GRADE LEVEL (APRIL 1972)

GRADE READING ARITH RDG + ARITH

RDG ARITH RDG ARITH

ACTUAL SYSTEM-WIDE ACCEPTABLE

RDG ARITH RDG ARITH (NAT'L NORM)

EXpenditure per unit of effectiveness (per ADA) for FY 72:

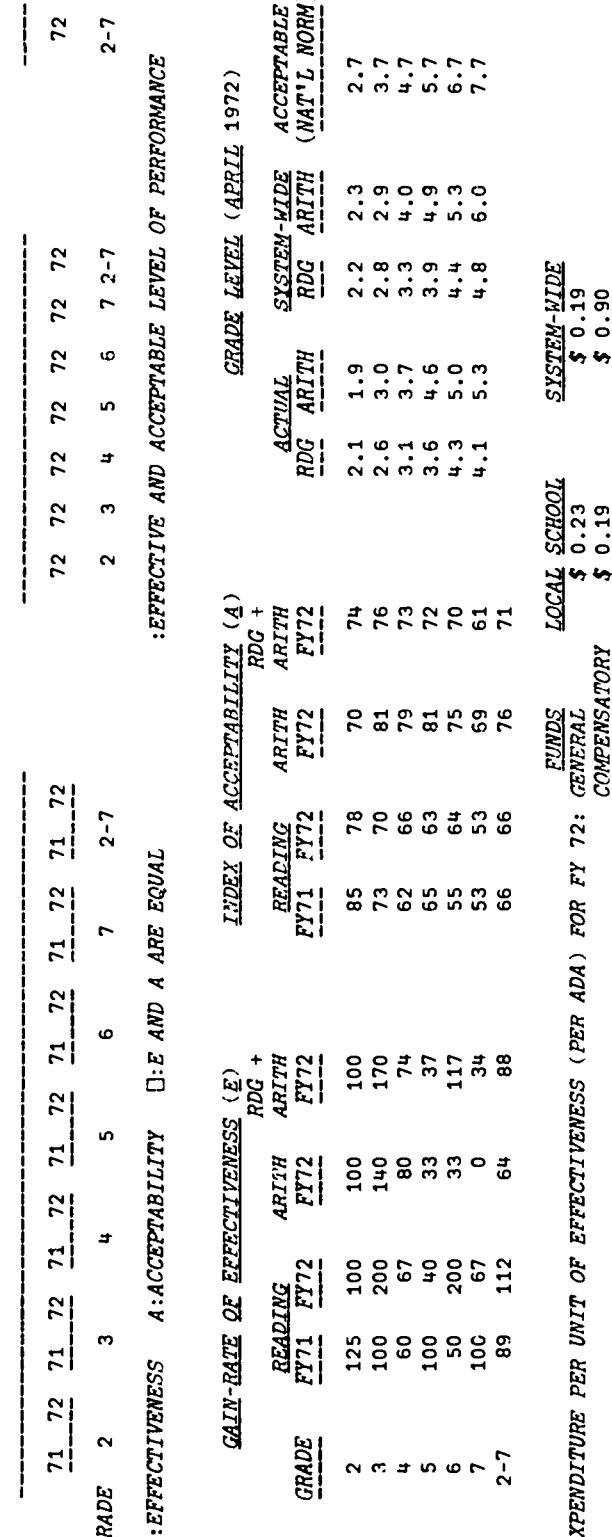
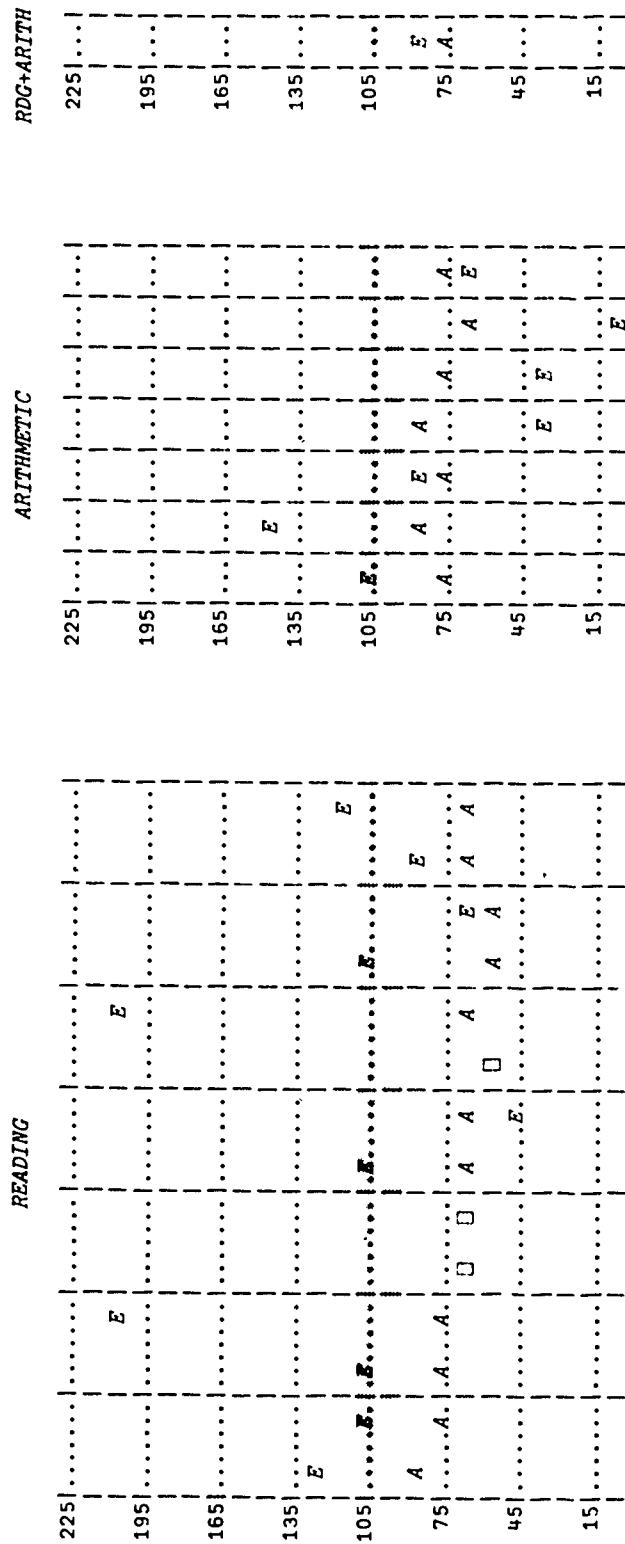
FUNDS LOCAL SCHOOL SYSTEM-WIDE

GENERAL \$ 0.39 \$ 0.19

COMPENSATORY \$ 1.63 \$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

SLATER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE LEVEL (APRIL 1972)

ACTUAL RDG	ARITH	SYSTEM-WIDE		ACCEPTABLE (NAT'L NORM)
		RDG	ARTH	
2.1	1.9	2.2	2.3	2.7
2.6	3.0	2.8	2.9	3.7
3.1	3.7	3.3	4.0	4.7
3.6	4.6	3.9	4.9	5.7
4.3	5.0	4.4	5.3	6.7
4.1	5.3	4.8	6.0	7.7

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:

FUNDS	GENERAL	LOCAL SCHOOL	SYSTEM-WIDE
COMPENSATORY	\$ 0.19	\$ 0.23	\$ 0.19
			\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SLATON ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

		READING						ARITHMETIC					
		EFFECTIVENESS			ACCEPTABILITY			EFFECTIVENESS			ACCEPTABILITY		
		GRADE	FY71	FY72	GRADE	FY71	FY72	GRADE	FY71	FY72	GRADE	FY71	FY72
2	72	71	72	71	72	71	72	71	72	71	72	71	72
3	72	80	150	125	138	90	59	70	67	69	1.9	1.8	2.2
4	72	125	88	123	106	62	57	83	70	71	2.7	2.4	2.9
5	72	150	0	0	0	63	63	79	71	71	3.6	4.5	3.9
6	72	50	100	100	100	54	54	72	63	63	3.6	4.8	5.3
7	72	133	0	0	0	56	51	69	60	60	3.9	5.3	4.8
2-7	72	86	73	71	72	59	60	73	67	67	6.0	6.0	7.7

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
RDG +
ARITH
FY72

INDEX OF ACCEPTABILITY (A)
RDG +
ARITH
FY72

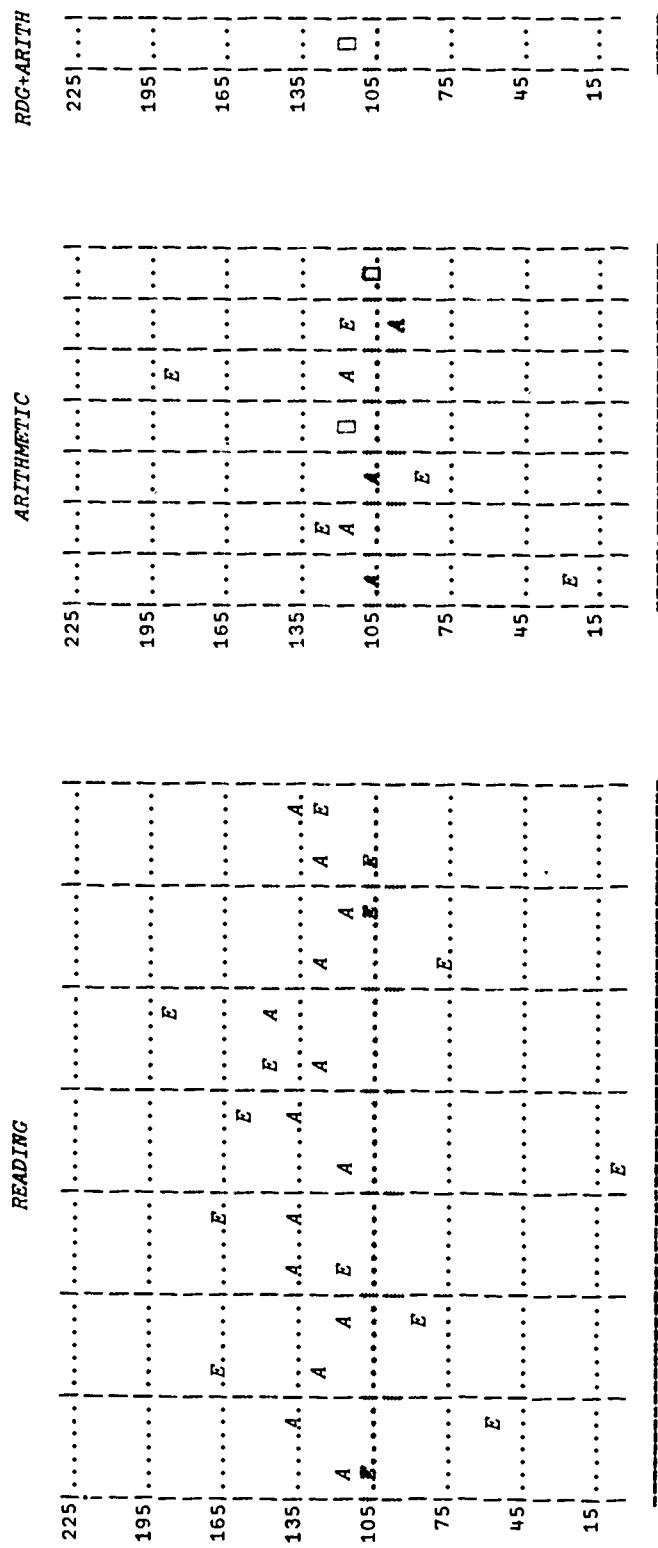
GRADE LEVEL (APRIL 1972)

GRADE	READING		ARITH		READING		ARITH		READING		ARITH	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72
2	75	100	80	90	59	70	67	69	1.9	1.8	2.2	2.7
3	80	150	125	138	59	65	65	65	2.4	2.4	2.8	3.7
4	125	88	123	106	62	57	83	70	2.7	3.9	3.3	4.7
5	150	0	0	0	63	63	79	71	3.6	4.5	3.9	5.7
6	50	100	100	100	54	54	72	63	3.6	4.8	5.3	6.7
7	133	0	0	0	56	51	69	60	3.9	5.3	4.8	7.7
2-7	86	73	71	72	59	60	73	67	6.0	6.0	7.7	

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:			FUNDS	LOCAL SCHOOL	SYSTEM-WIDE
GENERAL	COMPENSATORY	OTHER	\$ 0.27	\$ 3.72	\$ 0.19

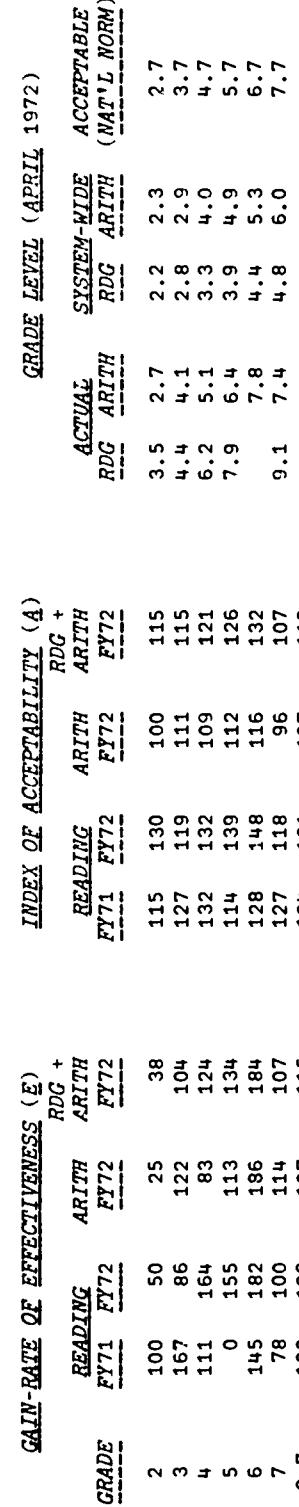
**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

SMITH, S. R.: ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



GRADE 2

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

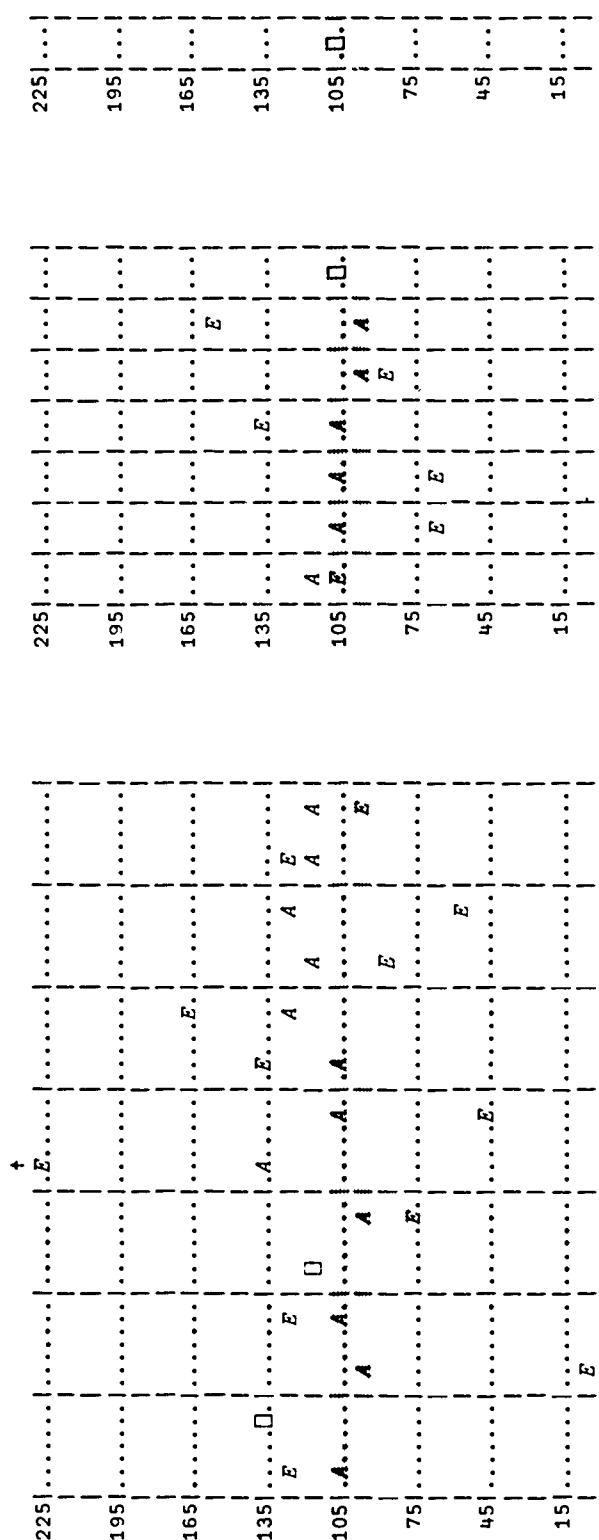


<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
GENERAL COMPENSATORY	\$ 0.12	\$ 0.00	\$ 0.12	\$ 0.19
				\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

SPRING ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

READING



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EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE LEVEL (A-F) 13/2)

<u>SYSTEM-WIDE</u>	<u>ACCEPTABLE</u>
RDG	ARITH
TH	(NAT'L NORM)

- 1 -

3.7
4.7
5.7
6.7

卷之二

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>COMPENSATORY</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
	\$ 0.19	\$ 0.18	\$ 0.02	\$ 0.02	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

STANTON, D. H. ELEMENTARY SCHOOL

GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

		READING				ARITHMETIC				RDG+ARITH			
		E		E		E		E		E		E	
225										225			
195		E	E							195			
165		E								165			
135				A						135			
105										105			
75	E	A	A	A	A	A	A	A	A	75			
45	A			A	A	A	A	A	A	45			
15										15			
71	72	71	72	71	72	71	72	71	72	72	72	72	72
GRADE	2	3	4	5	6	7	7	2-7		2	3	4	5

		GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
		READING		ARITH		READING		ARITH		READING		ARITH	
GRADE		FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	RDG	ARITH	RDG	ARITH
2		75	167	183	175	63	74	89	82	2.0	2.4	2.2	2.3
3		180	180	120	150	73	73	70	72	2.7	2.6	2.8	2.7
4		200	233	171	202	66	72	89	81	3.4	4.2	3.3	3.7
5	0	700	233	467	56	139	96	118	73	5.2	5.5	4.0	4.7
6				100	50	54	54	75	65	3.6	5.0	4.4	5.7
7	450	75	133	304	62	73	74	74	56	5.7	4.8	5.3	6.7
2-7	181	93	157	225	62	81	82	82					

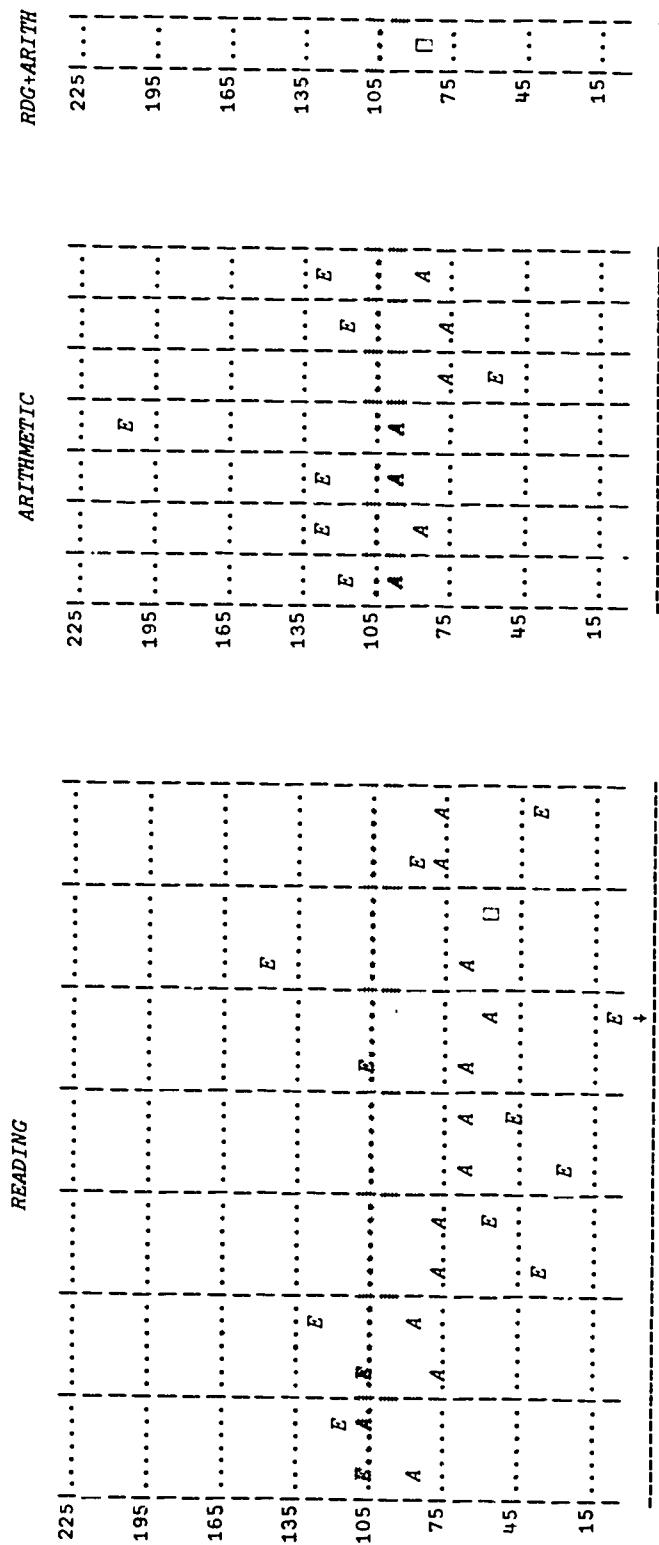
E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

		EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUND				LOCAL SCHOOL				SYSTEM-WIDE			
GRADE		GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY	GENERAL	COMPENSATORY
2		\$ 0.07	\$ 1.47	\$ 0.07	\$ 0.19								
3													
4													
5													
6													
7													
2-7													

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

STANTON, F. L. ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



EFFECTIVENESS A:ACCEPTABILITY \square :E AND A ARE EQUAL
GRADE LEVEL (APRIL 1972)
2 3 4 5 6 7 2-7 2-7

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE
GRADE LEVEL (APRIL 1972)
2 3 4 5 6 7 2-7 2-7

GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING			RDG + ARITH			READING			RDG + ARITH		
	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH	FY71	FY72	ARITH
2	100	114	113	114	85	100	93	97	2-7	2-5	2-2	2-7
3	100	120	129	125	76	84	89	87	3-1	3-3	2-8	3-7
4	33	55	129	92	72	72	96	84	3-4	4-5	3-3	4-7
5	20	40	200	120	65	68	93	81	3-9	5-3	3-9	5-7
6	100	167	50	59	51	78	65	65	3-4	5-2	4-4	5-3
7	140	57	117	87	65	56	75	66	4-3	5-8	4-8	6-0
2-7	82	37	123	80	72	87	80	80				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.21 \$ 0.20 \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

SYLVAN HILLS ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE

GRADE	READING										ARITHMETIC										RDG+ARITH									
	FY71	FY72	READING	ARITH	RDG	FY71	FY72	READING	ARITH	RDG	FY71	FY72	READING	ARITH	RDG	FY71	FY72	READING	ARITH	RDG	FY71	FY72	READING	ARITH	RDG	FY71	FY72	READING	ARITH	RDG
2	160	162	87	125	93	100	104	102	100	102	2.7	2.8	2.2	2.3	2.7	2	2	71	72	72	72	72	72	72	72	72	72	72		
3	180	140	100	120	105	89	97	93	97	93	3.3	3.6	2.8	2.9	3.7	3	3	195	195	195	195	195	195	195	195	195	195	195		
4	100	160	162	161	91	106	117	112	117	112	5.0	5.5	3.3	3.3	4.0	4	4	165	165	165	165	165	165	165	165	165	165	165		
5	50	75	100	88	91	98	98	98	98	98	5.6	5.6	3.9	3.9	5.7	5	5	135	135	135	135	135	135	135	135	135	135	135		
6	0	67	120	94	81	90	91	91	91	91	6.0	6.1	4.4	4.4	6.7	6	6	105	105	105	105	105	105	105	105	105	105	105		
7	100	14	117	66	77	74	94	84	94	84	5.7	5.7	7.2	4.8	6.0	7	7	15	15	15	15	15	15	15	15	15	15	15		
2-7	98	103	114	109	90	93	100	97	93	100	2.16	2.16	0.19	0.19	2.7	2	2	75	75	75	75	75	75	75	75	75	75	75		
											\$ 0.21	\$ 0.21	\$ 0.90	\$ 0.90																

EFFECTIVENESS A:ACCEPTABILITY □:E AND A ARE EQUAL :EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)
RDG + RDG + INDEX OF ACCEPTABILITY (A)

GRADE	READING		ARITH		RDG +		READING		ARITH		RDG +		READING		ARITH		RDG +		READING		ARITH		RDG +		READING		ARITH		RDG +	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72		
2	160	162	87	125	93	100	104	102	100	102	2.7	2.8	2.2	2.3	2.7	2	2	71	72	72	72	72	72	72	72	72	72	72		
3	180	140	100	120	105	89	97	93	97	93	3.3	3.6	2.8	2.9	3.7	3	3	195	195	195	195	195	195	195	195	195	195	195		
4	100	160	162	161	91	106	117	112	117	112	5.0	5.5	3.3	3.3	4.0	4	4	165	165	165	165	165	165	165	165	165	165	165		
5	50	75	100	88	91	98	98	98	98	98	5.6	5.6	3.9	3.9	5.7	5	5	135	135	135	135	135	135	135	135	135	135	135		
6	0	67	120	94	81	90	91	91	91	91	6.0	6.1	4.4	4.4	6.7	6	6	105	105	105	105	105	105	105	105	105	105	105		
7	100	14	117	66	77	74	94	84	94	84	5.7	5.7	7.2	4.8	6.0	7	7	15	15	15	15	15	15	15	15	15	15	15		
2-7	98	103	114	109	90	93	100	97	93	100	2.16	2.16	0.19	0.19	2.7	2	2	75	75	75	75	75	75	75	75	75	75	75		
											\$ 0.21	\$ 0.21	\$ 0.90	\$ 0.90																

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL COMPENSATORY FUNDS LOCAL SCHOOL SYSTEM-WIDE

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

THOMASVILLE ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

READING ARITHMETIC

225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	E.	105	E.
75	A.	75	A.
45	A	45	A
15	E	15	E

71 72 73 74 75 76 77 78 79

E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL

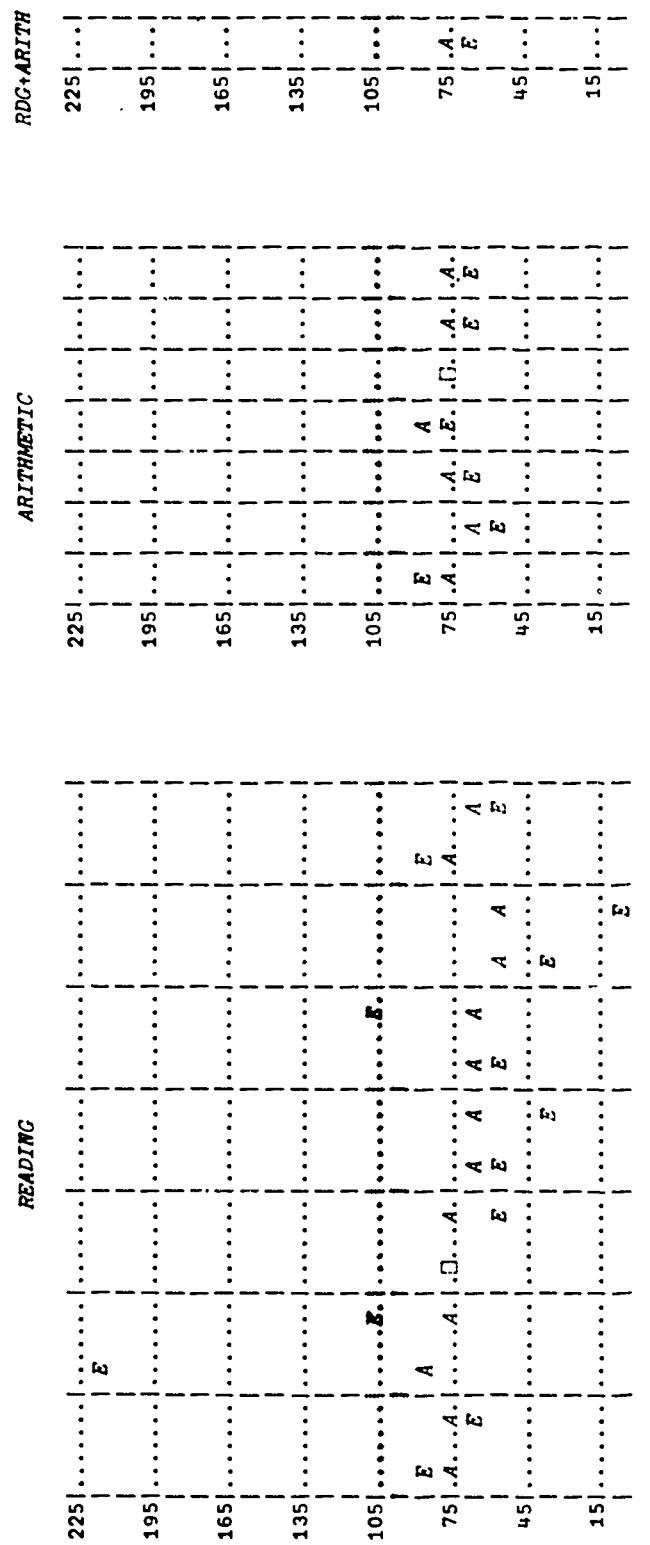
GRADE LEVEL (APRIL 1972)

GRADE	READING		RDG + ARITH		RDG + ARITH		ACTUAL		SYSTEM WIDE		ACCEPTABLE (NAT'L NORM.)
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	RDG	ARITH	
2	100	100	100	117	59	63	1.8	1.6	2.2	2.3	2.7
3	67	167	167	117	59	64	2.2	2.5	2.8	2.9	3.7
4	0	67	67	34	64	74	6.9	3.0	3.5	3.3	4.7
5	200	150	150	175	63	84	74	3.6	4.8	3.9	5.7
6	-100	75	75	-13	61	76	69	4.1	5.1	4.4	6.7
7	53	112	112	83	53	75	64	4.1	5.8	4.8	6.0
2-7					51	73	67				7.7

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>LOCAL SCHOOL</u>	<u>SYSTEM-WIDE</u>
COMPENSATORY	\$ 0.38	\$ 0.91	\$ 0.19

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1974-75**

TWINNS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



EFFECTIVENESS **GRADE** **A: ACCEPTABILITY** **E: EQUAL**

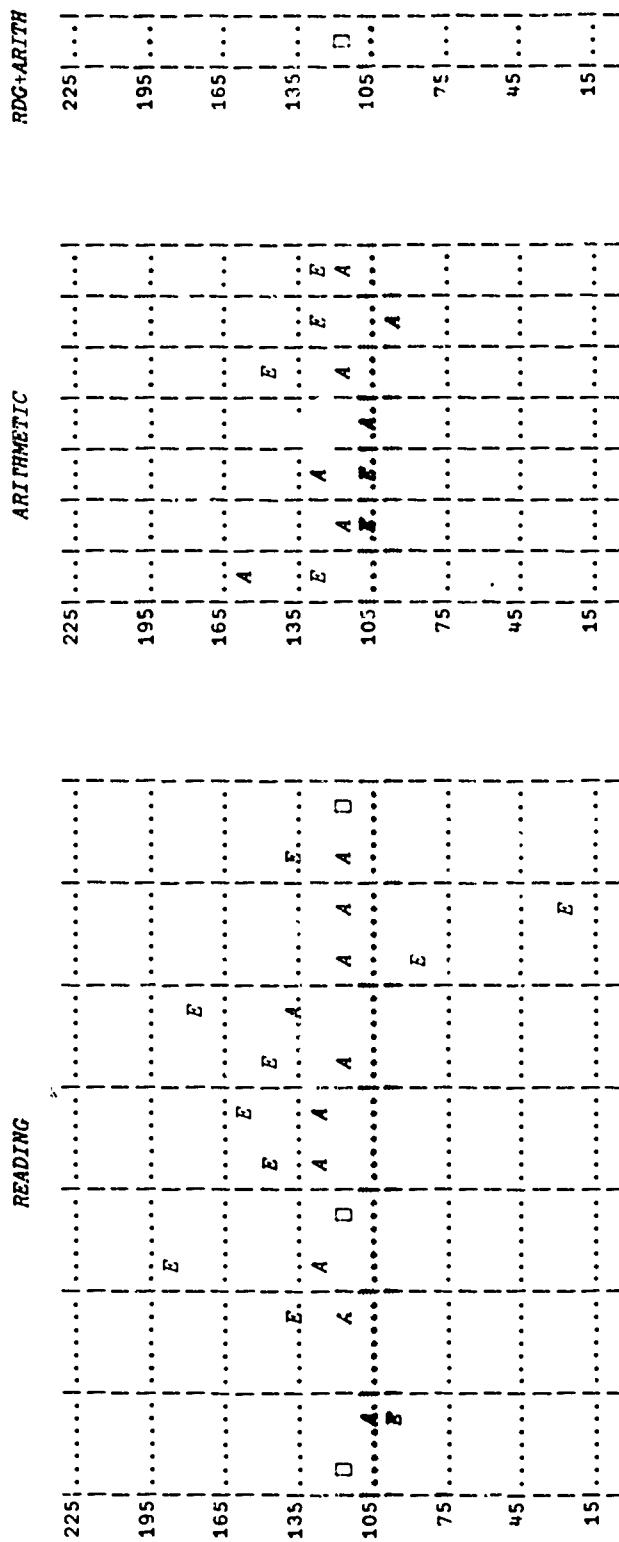
EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)				INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL		SYSTEM WIDE ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH
2	80	60	83	72	78	70	70	70	1.9	1.9	2.2	2.3
3	217	100	50	75	86	73	68	71	2.7	2.5	2.8	2.9
4	71	56	69	63	77	72	79	76	3.4	3.7	3.3	4.0
5	50	33	75	54	68	68	86	77	3.9	4.9	3.9	4.9
6	50	100	75	88	61	64	79	72	4.3	5.3	4.4	5.3
7	33	0	60	30	56	53	75	64	4.1	5.8	4.8	6.0

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>LOCAL FUNDS</u>	<u>GENERAL COMPENSATORY</u>	<u>SYSTEM-WIDE</u>
\$ 0.27	\$ 0.59	\$ 0.19	

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

TUXEDO ELEMENTARY SCHOOL GROUP I: EFFECTIVE AND ACCEPTABLE



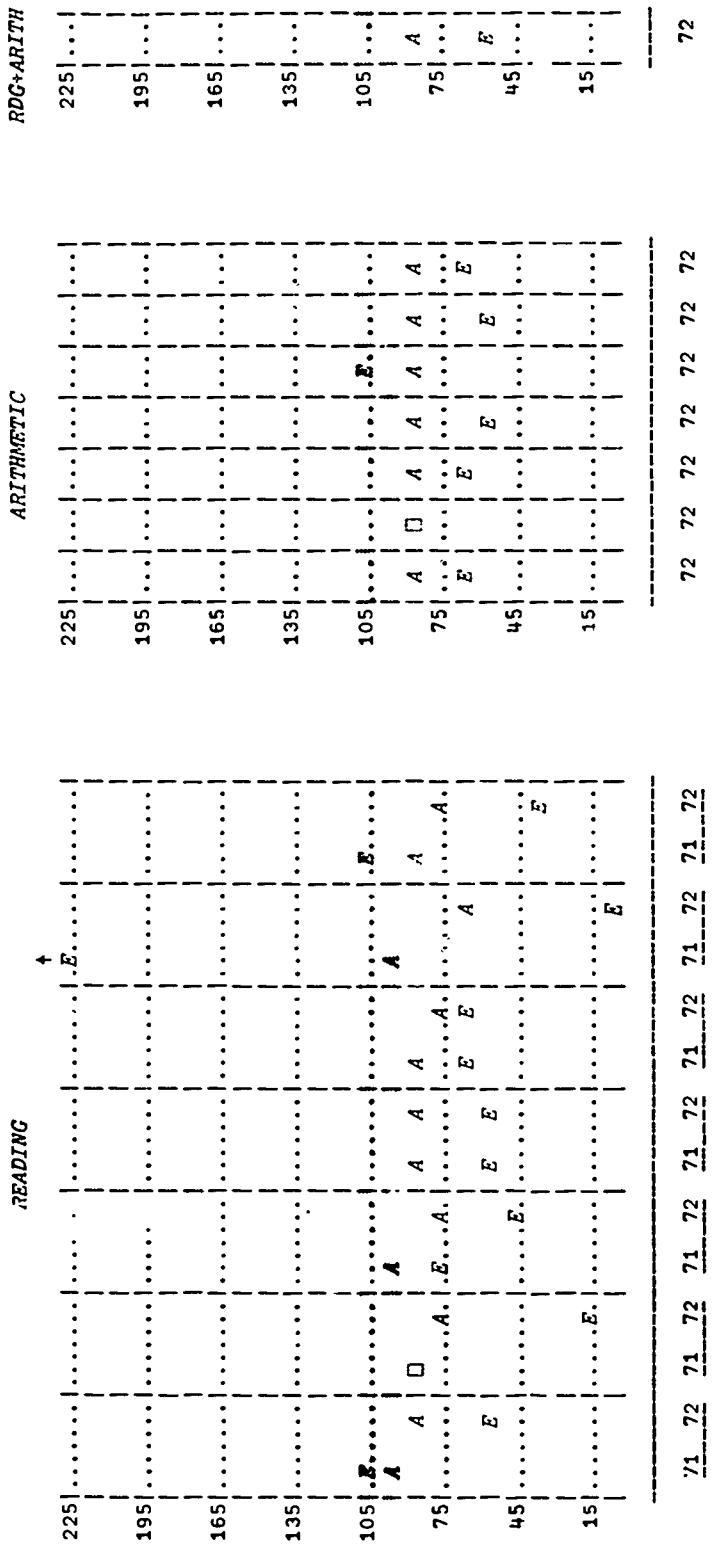
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GRADE	GAIN-RATE OF EFFECTIVENESS (E)			INDEX OF ACCEPTABILITY (A)			GRADE LEVEL (APRIL 1972)		
	READING		RDG + ARITH	READING		RDG + ARITH	ACTUAL		ACCEPTABLE
	FT71	FT72	FT72	FT71	FT72	FT72	RDG	ARITH	RDG
2	117	90	123	107	115	107	152	130	2.9
3	138	100	119	119	119	114	117	117	4.4
4	180	115	109	112	128	115	121	118	5.4
5	140	150	129	140	123	126	105	116	7.2
6	145	173	143	158	113	136	110	123	9.1
7	82	29	129	79	118	112	97	105	8.6
2-7	133	116	122	119	119	119	117	118	4.8

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:</u>	<u>FUNDS</u>	<u>GENERAL</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
		\$ 0.13	\$ 0.13	\$ 0.19	\$ 0.19
		\$ 0.05	\$ 0.05	\$ 0.90	\$ 0.90

*PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72*

VENETIAN HILLS ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE



E. EFFECTIVENESS A. ACCEPTABILITY B. EQUAL

GRADE	INDEX OF ACCEPTABILITY (%)									
	GAIN-RATE OF EFFECTIVENESS (%)			RDG + ARITH			RDG + ARITH			
	READING FY71	READING FY72	ARITH FY71	READING FY71	READING FY72	ARITH FY71	READING FY72	ARITH FY71	READING FY72	ARITH FY71
2	100	50	67	59	50	50	96	81	89	85
3	80	14	86	50	50	50	89	73	81	77
4	71	45	62	54	50	50	91	77	85	81
5	50	50	50	50	50	50	81	81	84	83
6	67	67	100	84	84	81	72	82	77	75
7	250	0	50	25	25	25	94	68	82	75
8	102	28	69	54	54	54	89	75	84	80

EXPENDITURE PER UNIT OF EFFECTIVENESS (PCR ADA) FOR FY 72: GENERAL COMPENSATORY FUNDS

GRADE LEVEL (APRIL 1972)

GRADE LEVEL (APRIL 1972)

<u>ACTUAL</u>	<u>SYSTEM-WIDE</u>	<u>ACCEPTABLE</u>
<u>RDG ARITH</u>	<u>RDG ARITH</u>	<u>(NAT'G. NORM)</u>

RUG *ARIM* *RUG* *ARIA* *(NATUURWETEN)*

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2.4 2.2 2.3 2.

32

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06 04
0.19 \$ 0.19
SYSTEM-MIDWEST

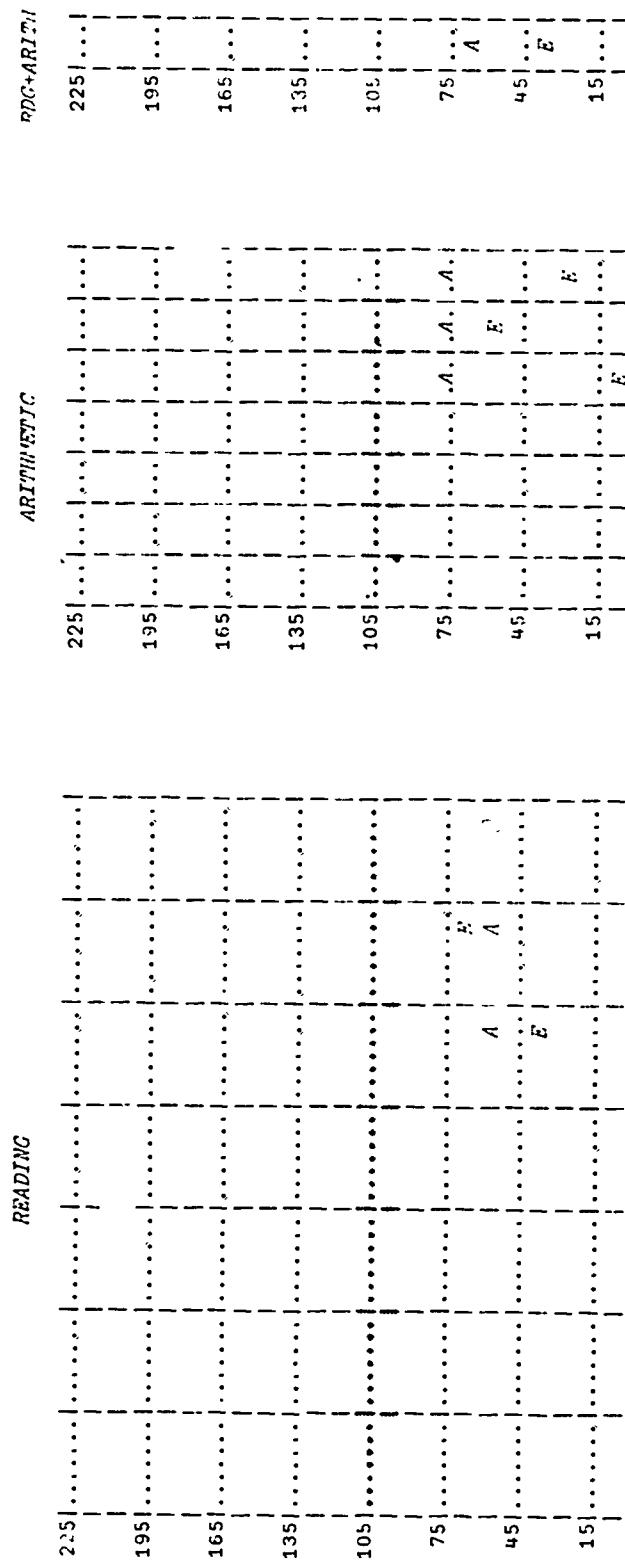
300

0.19

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

*PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72*

MALDEN MIDDLE SCHOOL, GROUP II: DEGREE: EFFECTIVE NOT ACCEPTABLE



GRADE 2 71 72 71 72 71 72 71 72 71 72 72
GRADE 3 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7
EFFECTIVENESS A: ACCEPTABILITY (1-E) AND A ARE EQUAL

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (<i>E</i>)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG ARITH
2	71	72	71	72	71	72
3	72	71	72	71	72	72

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (<i>E</i>)		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)	
	READING FY71	ARITH FY72	READING FY71	ARITH FY72	ACTUAL RDG	SYSTEM-WIDE RDG ARITH
2	71	72	71	72	71	72
3	72	71	72	71	72	72
4	71	72	71	72	71	72
5	72	71	71	72	72	72
6	67	69	59	50	64	64
7	50	25	38	17	55	55
2-7	50	25	38	0	71	72

*EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS
COMPENSATORY LOCAL SCHOOL SYSTEM-WIDE*

\$ 1.28
\$ 4.38

\$ 0.19
\$ 0.90

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

WALKER ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

		READING						ARITHMETIC					
		E			A			E			A		
		75	105	135	165	195	225	75	105	135	165	195	225
EFFECTIVENESS		A	A	E	A	A	E	A	A	E	A	A	E
ACCEPTABILITY		A	A	E	A	A	E	A	A	E	A	A	E
GRADE		2	3	4	5	6	7	2-7	2	3	4	5	6

E: EFFECTIVENESS A: ACCEPTABILITY D: E AND A ARE EQUAL

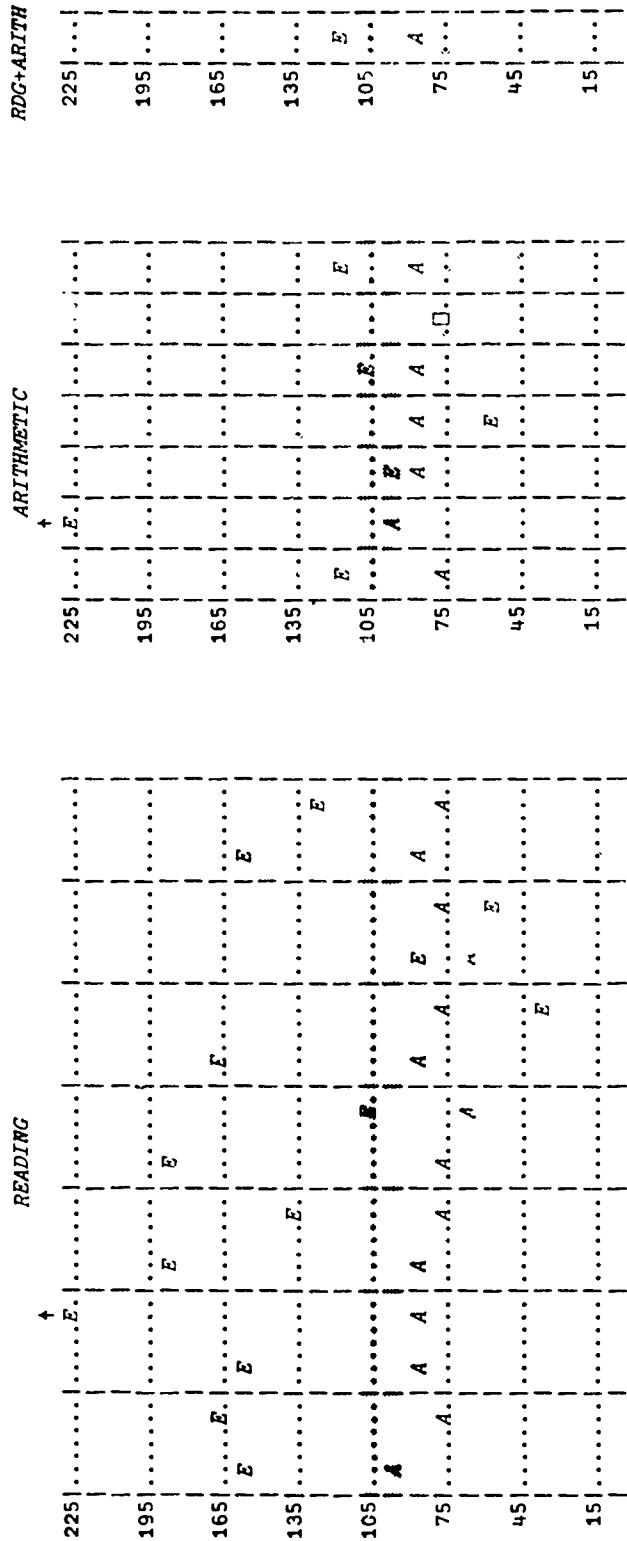
: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GRADE	GAIN-RATE OF EFFECTIVENESS (E)						INDEX OF ACCEPTABILITY (A)						GRADE LEVEL (APRIL 1972)			
	READING			RDG + ARITH			READING			RDG + ARITH			ACTUAL SYSTEM-WIDE		ACCEPTABLE SYSTEM-WIDE	
	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	FY71	FY72	FY72	RDG	ARITH	RDG	ARITH
2	125	133	38	86	74	63	63	63	63	1.7	1.7	2.2	2.3	2.7	2.3	2.7
3	143	25	86	56	57	70	76	73	73	2.6	2.8	2.8	2.9	3.7	2.9	3.7
4	60	78	91	85	64	62	79	71	71	2.9	3.7	3.3	4.0	4.7	3.3	4.7
5	50	175	50	113	65	68	77	73	73	3.9	4.4	3.9	4.9	5.7	3.9	5.7
6	25	33	167	67	66	55	73	64	64	3.7	4.9	4.4	5.3	6.7	4.4	6.7
7	117	0	50	-25	65	60	69	65	65	4.6	5.3	4.8	6.0	7.7	5.3	7.7
2-7	87	63	64	65	63	73	68	68	68							

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:
GENERAL FUND LOCAL SCHOOL COMPENSATORY SYSTEM-WIDE
\$ 0.31 \$ 0.27 \$ 0.19 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WARE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



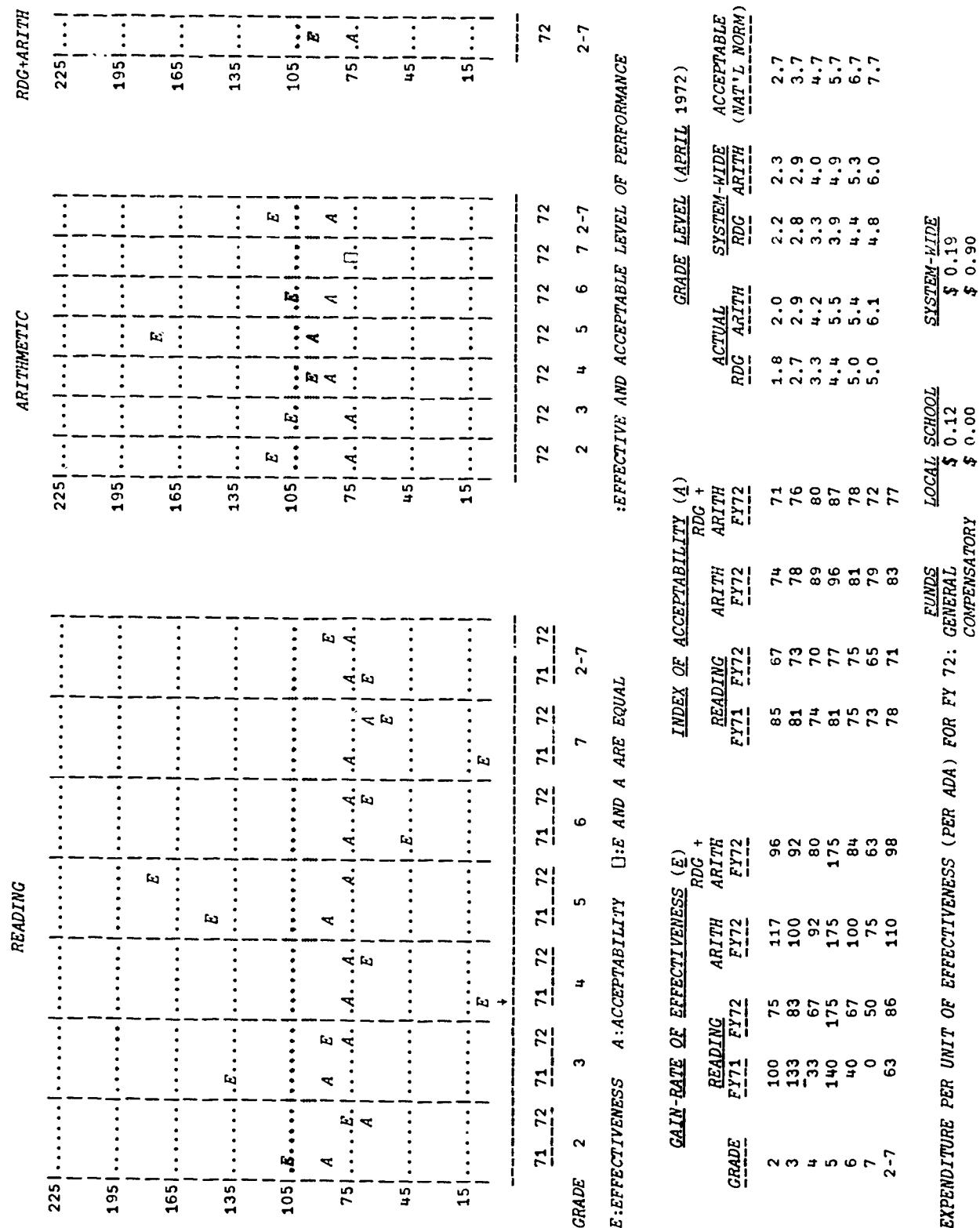
E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)								INDEX OF ACCEPTABILITY (A)								GRADE LEVEL (APRIL 1972)								
GRADE	READING		RDG + ARITH		READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL		SYSTEM-WIDE		ACCEPTABLE		GRADE LEVEL (APRIL 1972)		ACCEPTABLE			
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH
2	150	167	117	142	93	78	78	78	2.1	2.1	2.1	2.1	2.2	2.2	2.3	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
3	150	267	240	254	86	84	92	88	3.1	3.4	3.4	3.4	2.8	2.8	2.9	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
4	180	133	90	112	81	74	83	79	3.5	3.9	3.9	3.9	3.3	3.3	4.0	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
5	180	100	50	75	75	68	88	78	3.9	5.0	5.0	5.0	3.9	3.9	4.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
6	160	33	100	67	81	72	88	80	4.8	5.9	5.9	5.9	4.4	4.4	5.3	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7
7	80	50	75	63	65	74	78	76	5.7	6.0	6.0	6.0	4.8	4.8	6.0	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7
2-7	150	125	112	119	80	75	85	80																

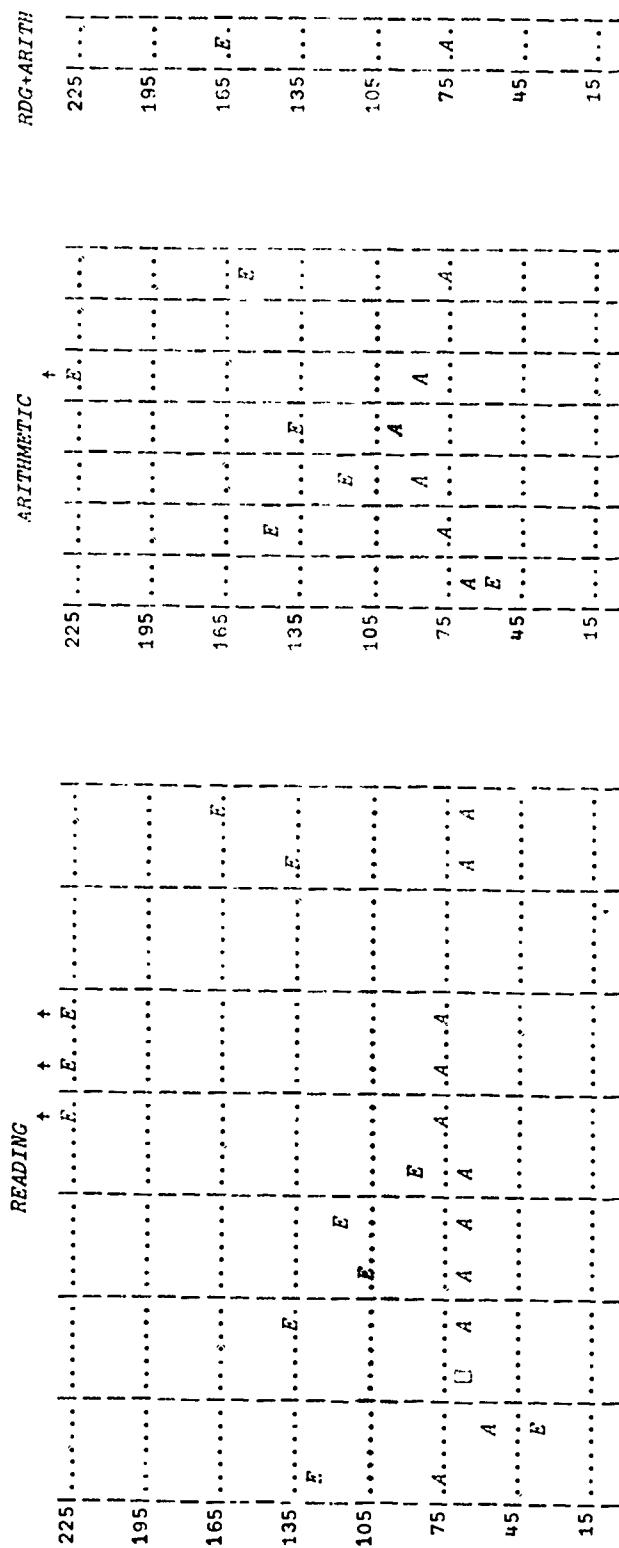
EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDING LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 4.99 \$ 4.20 \$ 0.19
\$ 0.90 \$ 4.99 \$ 0.90

WATERS ELEMENTARY SCHOOL **GROUP II: EFFECTIVE BUT NOT ACCEPTABLE PROFILE OF EFFECTIVENESS AND ACCEPTABILITY OF READING AND ARITHMETIC PROGRAMS, 1971-72**



PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WESLEY ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE



E: EFFECTIVENESS A: ACCEPTABILITY (E:A ARE EQUAL)

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS ($\frac{E}{E+F}$)

GRADE	READING		RDG + ARITH		READING		RDG + ARITH		INDEX OF ACCEPTABILITY (A)	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	RDG + ARITH
2	125	33	50	42	74	59	63	61	1.6	1.7
3	67	133	140	137	65	65	76	71	2.4	2.8
4	100	117	111	114	66	66	83	75	3.1	3.9
5	83	275	133	204	68	75	91	83	4.3	5.2
6	300	280	333	307	72	75	82	79	5.0	5.5
7	135	168	153	161	69	68	79	74	4.8	6.0
2-7									4.8	6.0

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR '72: GENERAL FUND\$ LOCAL SCHOOL\$ SYSTEM-WIDE
COMPENSATORY \$ 1.60 \$ 0.09 \$ 0.19 \$ 0.90

GRADE LEVEL (APRIL 1972)

GRADE	READING		RDG + ARITH		READING		RDG + ARITH		SYSTEM-WIDE RDG ARITH (NAT'L NORM)	
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	RDG + ARITH
2	1.25	0.33	0.50	0.42	0.74	0.59	0.63	0.61	1.6	1.7
3	0.67	1.33	1.40	1.37	0.65	0.65	0.76	0.71	2.4	2.8
4	1.00	1.17	1.11	1.14	0.66	0.66	0.83	0.75	3.1	3.9
5	0.83	2.75	1.33	2.04	0.68	0.75	0.91	0.83	4.3	5.2
6	3.00	2.80	3.33	3.07	0.72	0.75	0.82	0.79	5.0	5.5
7	1.35	1.68	1.53	1.61	0.69	0.68	0.79	0.74	4.8	6.0
2-7									4.8	6.0

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WEST ELEMENTARY SCHOOL GROUP III: NEITHER EFFECTIVE NOR ACCEPTABLE

READING ARITHMETIC RDG+ARITH

225 | . . . . .	E	225 | . . . . .	E	225 | . . . . .
195 | . . . . .		195 | . . . . .		195 | . . . . .
165 | . . . . .	E	165 | . . . . .		165 | . . . . .
135 | . . . . .	E	135 | . . . . .		135 | . . . . .
105 | . E	E	105 | . . . . .	E	105 | . . . . .
A	A	A	A	A
75 | . A	A	75 | . . . . .	A	75 | . . . . .
45 | . . . . .	A	45 | . . . . .	E	45 | . . . . .
15 | . . . . .	E	15 | . . . . .	E	15 | . . . . .
1 | . 72 71 72 71 72 71 72 71 72 71 72		1 | . 72 71 72 71 72 71 72 71 72 71 72		1 | . 72 71 72 71 72 71 72 71 72 71 72

GRADE 2 3 4 5 6 7 2-7 2 3 4 5 6 7 2-7 2-7

E: EFFECTIVENESS A: ACCEPTABILITY U:E AND A ARE EQUAL : EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE	READING		ARITH		INDEX OF ACCEPTABILITY (A)		GRADE LEVEL (APRIL 1972)					
	FY71	FY72	FY71	FY72	FY71	FY72	RDG	RDG + ARITH	SYSTEM-WIDE RDG	SYSTEM-WIDE RDG + ARITH	ACCEPTABLE (MAT'L NORM)	
2	100	129	114	122	78	85	93	89	2.3	2.5	2.2	2.7
3	160	200	50	75	57	43	78	61	1.6	2.9	2.8	3.7
4	114	131	109	120	91	77	102	90	3.6	4.8	3.3	4.7
5	217	100	125	113	91	81	93	87	4.6	5.3	3.9	5.7
6	86	67	60	64	81	87	85	86	5.8	5.7	4.4	6.7
7	14	-20	100	40	74	73	84	79	5.6	6.5	4.8	7.7
2-7	115	35	93	64	79	74	89	82				

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.20 \$ 0.03 \$ 0.19
\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WEST HAVEN ELEMENTARY SCHOOL

READING	ARITHMETIC									
	225	195	165	135	105	75	45	15	RDG+ARITH	
.	.	.	.	.	.	.	.	.	E.
E.	E.	E.	E.	E.	E.	E.	E.	E.	E.	
A	A	A	A	A	A	A	A	A	A	
A.	A.	A.	A.	A.	A.	A.	A.	A.	A.	
E.	E.	E.	E.	E.	E.	E.	E.	E.	E.	
105	135	165	195	225	105	75	45	15	105	
105	135	165	195	225	105	75	45	15	105	
135	165	195	225	225	135	75	45	15	135	
165	195	225	225	225	165	75	45	15	165	
195	225	225	225	225	195	75	45	15	195	
225	225	225	225	225	225	105	75	45	15	

EFFECTIVENESS GRADE 2 3 4 5 6 7 2
A:ACCEPTABILITY 1:E AND A ARE EQUAL

:EFFECTIVENESS A:ACCEPTABILITY										:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE									
GAIN-RATE OF EFFECTIVENESS (E)					INDEX OF ACCEPTABILITY (A)					GRADE LEVEL (APRIL 1972)									
GRADE	READING		RDG + ARITH		READING		RDG + ARITH		ACTUAL RDG		SYSTEM-WIDE RDG		ACCEPTABLE RDG						
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	Avg	RDG	Avg	RDG	Avg	Local School	General Funds	Expenditure per unit of effectiveness (per ADA)	Expenditure per unit of effectiveness (per ADA) for FY 72:	Expenditure per unit of effectiveness (per ADA) for FY 72: General Funds
2	120	71	114	93	96	81	85	83	2.2	2.3	2.2	2.3	2.2	2.3	\$ 0.23	\$ 0.19	\$ 0.19	\$ 0.19	\$ 0.19
3	67	100	71	86	76	84	84	84	3.1	3.1	2.8	2.9	3.2	3.2	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
4	71	42	136	89	77	68	98	83	4.6	4.6	3.3	4.0	4.0	4.0	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
5	117	50	120	85	81	68	91	80	3.9	5.2	3.9	4.9	3.9	4.9	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
6	220	167	60	114	75	66	85	76	4.4	5.7	4.4	5.3	4.4	5.3	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
7	157	67	83	75	77	70	82	76	5.4	6.3	4.8	6.0	4.8	6.0	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
2-7	125	83	97	90	80	73	88	81	81	81	81	81	81	81	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23

**PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72**

WESLEY MANNING: PLENTY OF TIME

READING

AEROMARINE

RIGG + ARTITI

<u>GRADE</u>	<u>71</u>	<u>72</u>	<u>71</u>	<u>72</u>	<u>71</u>	<u>72</u>	<u>71</u>	<u>72</u>	<u>71</u>	<u>72</u>
<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>7</u>	<u>2-7</u>	<u>2-7</u>	<u>2-7</u>	<u>2-7</u>

EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE LEVEL (APRIL 1972)

GRADE	READING		READING		READING		SYSTEM LEVEL		ACCEPTABLE	
	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	NAT'L NORM
2	100	100	110	105	96	104	115	110	2.8	2.3
3	86	71	33	52	92	89	88	88	3.3	2.8
4	71	62	93	78	83	27	96	92	4.1	4.0
5	100	83	33	58	88	84	89	87	4.8	4.9
6	80	75	67	71	81	93	85	89	6.2	5.7
7	120	144	43	70	94	82	88	82	7.2	6.3

<u>EXPENDITURE PER UNIT OF EFFECTIVENESS (PFR ADA) FOR FY '72:</u>	<u>FUNDS</u>	<u>LOCAL</u>	<u>SCHOOL</u>	<u>SYSTEM-WIDE</u>
GENERAL	\$ 0.27	\$ 0.27	\$ 0.19	\$ 0.19
COMPENSATORY	\$ 0.15	\$ 0.15	\$ 0.90	\$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WHITE ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

READING		ARITHMETIC	
RDG+ARITH		RDG+ARITH	
225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	...	105	...
75	.A.	.A.	.E.
45	E	A	A
15	...	E	E
225	...	225	...
195	...	195	...
165	...	165	...
135	...	135	...
105	...	105	...
75	.A.	.A.	.A.
45	E	E	E
15	...	E	E

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GAIN-RATE OF EFFECTIVENESS (E)	INDEX OF ACCEPTABILITY (A)				GRADE LEVEL (APRIL 1972)			
	READING		RDG + ARITH		READING RDG + ARITH		SYSTEM-WIDE ACCEPTABLE RDG ARITH (NAT'L NORM)	
	EY71	EY72	EY71	EY72	EY71	EY72	EY71	EY72
2	60	67	67	67	74	70	69	1.9
3	0	100	117	109	62	73	76	2.7
4	17	108	54	81	64	74	74	3.7
5	100	100	50	75	75	68	81	4.7
6	75	133	125	129	66	64	81	5.7
7	120	133	160	147	68	73	82	6.7
8	62	107	96	102	69	70	77	7.7
9	2-7							

**FUNDING
GENERAL EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72:**

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WHITEFOORD ELEMENTARY SCHOOL GROUP II: EFFECTIVENESS UNIT: ACCEPTABLE

READING

ARITHMETIC

		READING							ARITHMETIC										
		EFFECTIVENESS			ACCEPTABILITY			EFFECTIVENESS			ACCEPTABILITY			EFFECTIVENESS			ACCEPTABILITY		
		GRADE		PROGRAM		LEVEL		GRADE		PROGRAM		LEVEL		GRADE		PROGRAM		LEVEL	
GRADE	2	3	4	5	6	7	7-2	71	72	71	72	71	72	71	72	71	72	71	72
EFFECTIVENESS	A	E	A	A	A	A	E	75	75	75	75	75	75	75	75	75	75	75	75
ACCEPTABILITY	E	E	E	E	E	E	E	105	105	105	105	105	105	105	105	105	105	105	105
71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72
GRADE	2	3	4	5	6	7	7-2	71	72	71	72	71	72	71	72	71	72	71	72

E: EFFECTIVENESS A: ACCEPTABILITY □: E AND A ARE EQUAL

: EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

GAIN-RATE OF EFFECTIVENESS (E)

GRADE	READING		ARITHM.															
	FY71	FY72																
2	100	160	86	123	78	85	74	80	2.3	2.0	2.2	2.3	2.7	2.4	2.0	2.9	2.9	3.7
3	83	67	117	92	68	65	76	71	2.4	2.0	2.8	2.9	3.0	3.7	3.5	3.3	4.0	4.7
4	120	33	100	67	66	55	79	67	2.6	3.7	3.7	3.9	4.9	4.9	5.7	5.7	5.7	6.7
5	40	20	100	60	63	65	86	76	3.7	4.9	4.4	5.3	6.0	6.0	6.7	6.7	6.7	7.7
6	133	175	133	154	61	64	79	72	4.3	5.3	4.8	5.3	6.0	6.0	6.7	6.7	6.7	7.7
7	95	91	107	99	67	67	79	73										
2-7																		

INDEX OF ACCEPTABILITY (A)

GRADE	READING		ARITHM.															
	FY71	FY72																
2	100	160	86	123	78	85	74	80	2.3	2.0	2.2	2.3	2.7	2.4	2.0	2.9	2.9	3.7
3	83	67	117	92	68	65	76	71	2.4	2.0	2.8	2.9	3.0	3.7	3.5	3.3	4.0	4.7
4	120	33	100	67	66	55	79	67	2.6	3.7	3.7	3.9	4.9	4.9	5.7	5.7	5.7	6.7
5	40	20	100	60	63	65	86	76	3.7	4.9	4.4	5.3	6.0	6.0	6.7	6.7	6.7	7.7
6	133	175	133	154	61	64	79	72	4.3	5.3	4.8	5.3	6.0	6.0	6.7	6.7	6.7	7.7
7	95	91	107	99	67	67	79	73										
2-7																		

GRADE LEVEL (APRIL 1972):

GRADE	READING		ARITHM.															
	RDG	ARITH																
2	1.0	1.6	0.8	1.2	0.7	0.5	0.6	0.7	0.8	0.7	0.6	0.5	0.7	0.6	0.5	0.4		
3	0.8	0.6	1.1	0.9	0.6	0.5	0.7	0.6	0.7	0.6	0.5	0.4	0.7	0.6	0.5	0.4		
4	1.2	0.3	1.0	0.6	0.7	0.4	0.5	0.6	0.7	0.6	0.5	0.4	0.8	0.6	0.5	0.4		
5	0.4	0.2	1.0	0.6	0.6	0.3	0.5	0.6	0.7	0.6	0.5	0.4	0.8	0.6	0.5	0.4		
6	1.3	1.7	1.3	1.5	1.5	1.4	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	
7	0.9	0.9	1.1	1.0	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	
2-7																		

GRADE LEVEL (APRIL 1972):

GRADE	READING		ARITHM.													
	RDG	ARITH														
2	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5
3	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19
4	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90
5																
6																
7																
2-7																

GRADE	READING		ARITHM.													
	RDG	ARITH														
2	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5	2.2	2.5
3	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19
4	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90	0.90
5																
6																
7																
2-7																

| GRADE | READING | | ARITHM. | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RDG | ARITH |

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
IN READING AND ARITHMETIC PROGRAMS, 1971-72

WILLIAMS ELEMENTARY SCHOOL GROUP II: EFFECTIVE BUT NOT ACCEPTABLE

READING										ARITHMETIC									
RDG+ARITH										RDG+ARITH									
225										225									
195										195									
165										165									
135										135									
105										105									
75	A	A	A	A	A	E	E	E	E	75	A	A	A	A	E	E	E	E	75
45	A	A	A	A	A	E	E	E	E	45	A	A	A	A	E	E	E	E	45
15										15									15
71	72	71	72	71	72	71	72	71	72	71	72	71	72	71	72	72	72	72	
GRADE	2	3	4	5	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7

E: EFFECTIVENESS A: ACCEPTABILITY C:E AND A ARE EQUAL

:EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE

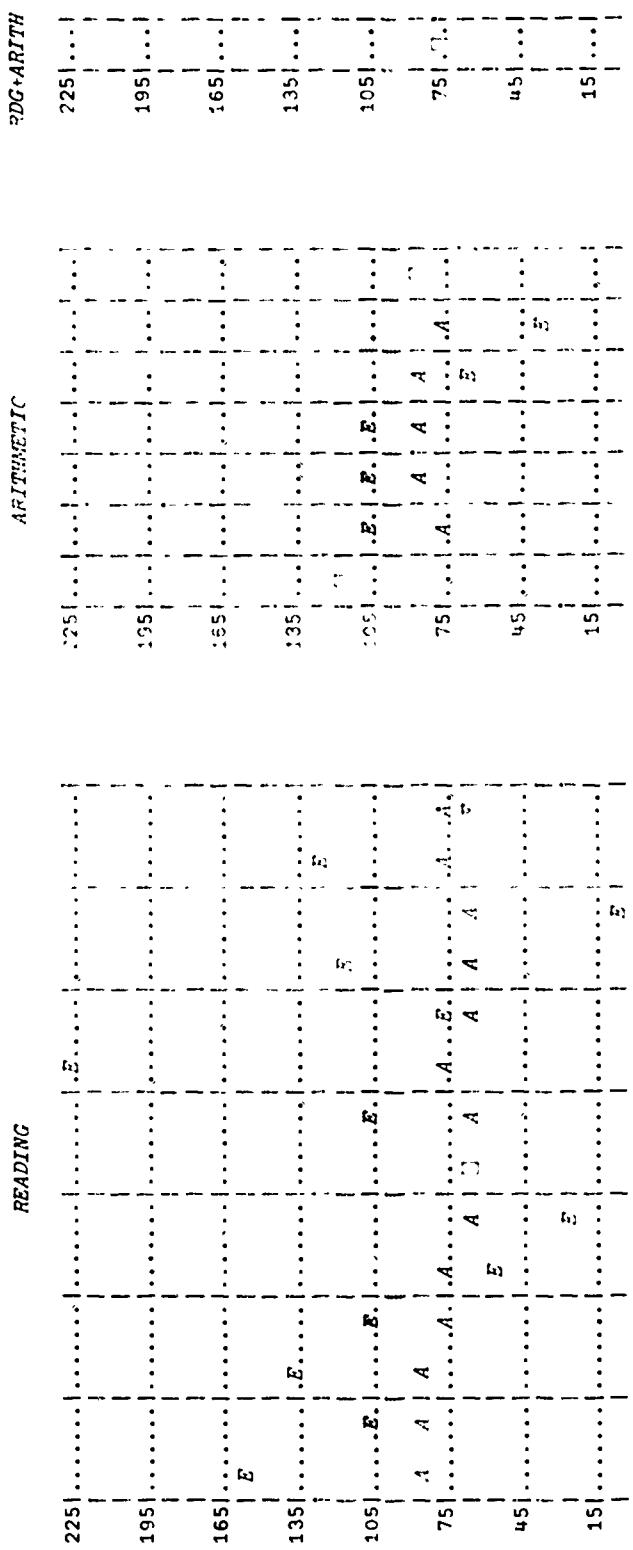
GAIN-RATE OF EFFECTIVENESS (Σ) INDEX OF ACCEPTABILITY (A)

GRADE	READING			RDG + ARITH			READING			RDG + ARITH			ACTUAL			SYSTEM-WIDE			ACCEPTABLE		
	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	FY71	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH	NAT'L NORM		
2	150	100	140	120	78	67	78	73	1.8	2.1	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7			
3	120	0	125	63	65	65	68	67	2.4	2.5	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7			
4	25	50	100	75	53	57	74	65	2.7	3.5	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7			
5	80	50	"00	225	60	60	79	70	3.4	4.5	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7			
6													4.4	5.3	5.3	5.3	5.3	5.3			
7	200	167	67	117	56	51	71	61	3.9	5.5	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7			
2-7	115	73	165	120	62	60	74	67													

EXPENDITURE PER UNIT OF EFFECTIVENESS (PER ADA) FOR FY 72: GENERAL FUNDS LOCAL SCHOOL SYSTEM-WIDE
COMPENSATORY \$ 0.50 \$ 0.16 \$ 0.19
\$ 0.90 \$ 0.50 \$ 0.90

PROFILE OF EFFECTIVENESS AND ACCEPTABILITY
OF READING AND ARITHMETIC PROGRAMS, 1971-72

WRIGHT ELEMENTARY SCHOOL GROUP I.I. NUMBER EFFECTIVE NOT ACCEPTABLE



GAIN-RATE OF EFFECTIVENESS (E)										INDEX OF ACCEPTABILITY (A)										GRADE LEVEL (APRIL 1972)									
GRADE	READING		ARITHM		READING		ARITHM		READING		ARITHM		ACTUAL		SYSTEM-WIDE		ACTUAL		SYSTEM-WIDE										
	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	FY71	FY72	FY72	FY72	RDG	ARITH	RDG	ARITH	RDG	ARITH	RDG	ARITH									
2	150	100	111	106	89	85	119	102	2.3	3.2	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7									
3	133	100	100	100	84	73	76	75	2.7	2.8	2.8	2.9	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7									
4	57	20	64	70	68	89	79	75	3.2	4.2	3.3	4.0	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7									
5	60	100	100	100	68	68	86	77	3.9	4.9	3.9	4.9	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7									
6	225	75	60	68	72	56	81	74	4.4	5.4	4.4	5.3	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7									
7	117	0	33	17	65	62	78	70	4.8	6.0	4.8	6.0	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7									
2-7	124	66	85	76	75	70	88	79	2.3	3.2	2.2	2.3	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7									
EXPENDITURE PER UNIT OF EFFECTIVENESS (FUNDADA) FOR FY 72: GENERAL COMPENSATORY										FUNDADA		LOCAL SCHOOL		SYSTEM-WIDE		\$ 0.23		\$ 0.19											
										GENERAL COMPENSATORY		\$ 0.00		\$ 0.90															

E: EFFECTIVENESS A: ACCEPTABILITY \therefore :E AND A ARE EQUAL .EFFECTIVE AND ACCEPTABLE LEVEL OF PERFORMANCE